



Middlebury Institute of International Studies at Monterey

Middlebury Institute Online

Academic Catalog
July 1, 2026-August 31, 2027

***Mission:** The Middlebury Institute of International Studies educates professionals to advance understanding, promote peace, and drive change in pursuit of a more just world.*

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This catalog is updated annually, based on the academic year of July 1–June 30. This edition of the catalog will be in effect through a conclusion date of August 31, 2027. This catalog contains information on fully online programs. For information on residential programs, please refer to the Middlebury Institute Catalog

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PROFILE

History

The Middlebury Institute of International Studies at Monterey (MIIS) was founded in 1955 as the Monterey Institute of Foreign Studies by foreign language instructor Gaspard Weiss, in collaboration with his wife Louise Weiss and co-founders Frank Elton and Sybil Fearnley. Key early supporters of the Institute included Remsen Bird, the Countess of Kinnoull, Dwight Morrow, Jr., and Noel Sullivan. Weiss and his colleagues envisioned a graduate school that would promote international understanding through the study of language and culture. In 1961, the school acquired its first building at 425 Van Buren Street, just three blocks up the hill from downtown Monterey. The structure, today known as the Segal Building, was originally built in 1911 to house the Monterey Public Library. Now commemorated on the Institute's shield, the Segal Building has housed the office of every leader of the Institute since 1961.

While the Institute's name and programs have evolved, its core identity as an innovator and leader in international professional education has remained constant. The Institute became affiliated with Middlebury College in 2005 and was fully integrated as a graduate school of Middlebury in 2010. Middlebury is anchored by the undergraduate college in Vermont, which was founded in 1800 and has long been recognized as one of the finest liberal arts colleges in the country. Today Middlebury is a graduate school for international studies; a home for immersive language study; a graduate school for the study of literature, literacy, and pedagogy; a leader of schools abroad sites that span the globe; and a home for the oldest and most prestigious writers' conference in the world.

Middlebury Institute Online (MIO) is a unit of the Middlebury Institute that was established in the Fall of 2023. Prior to its formation, the Institute delivered online programs under the same academic structure as its in-person programs. The formation of Middlebury Institute Online allowed for an administrative infrastructure geared toward online learning and teaching, including a year-round academic calendar, new tuition pricing, and programs designed for working professionals. All the programs offered by Middlebury Institute Online are fully asynchronous, and courses are delivered over seven-week sessions. Students take one course at a time and can complete up to 18.0 credits per year as part-time students. The asynchronous design allows students to complete coursework flexibly around their busy schedules.

During AY25-26, Middlebury Institute Online enrolled 146 students across six programs: Masters of Arts in International Education Management, Localization Project Management, Organizational Leadership, and Teaching English to Speakers of Other Languages; a Master of Public Administration in Sustainability; and a Master of Science in Cybersecurity. Programs are typically 30 or 36 academic credits and take 20-24 months to complete.

For more information about Middlebury Institute Online and its programs visit go.miis.edu/online.

The Institute is also home to a wide range of research centers and initiatives, including the renowned James Martin Center for Nonproliferation Studies, the Center for the Blue Economy, and the Center on Terrorism, Extremism, and Counterterrorism, as well as the Monterey Initiative in Russian Studies.

Graduates of the Institute join a global network of alumni who are actively addressing some of the most critical issues of our time, including climate change, terrorism, poverty and inequality, and nuclear proliferation.

Facilities

The MIIS campus is located in the heart of historic Old Monterey and includes a mix of classrooms, research centers, and labs wired for the latest technology, including four simultaneous interpretation labs. Large events are hosted in the Irvine auditorium, which is equipped to handle simultaneous interpretation

in four languages. Wireless access is available throughout the campus. For more information, [visit our interactive campus map](#).

Many administrative departments that support MIO students are housed at the MIIS campus, as well as in Vermont. MIO students participate in their programs via the Canvas Course Learning Management System. They also have access to electronic library resources.

Library

The Institute's library has nearly 100,000 volumes, periodicals in more than 30 languages, and access to global language, policy, and business resources through extensive computer databases and interlibrary loan agreements.

The library's collection serves current students, faculty, and staff of the Middlebury Institute of International Studies at Monterey and Middlebury Institute Online. The Library also provides more limited access and services to alumni and patrons of other local libraries as specified through consortial or institutional agreements. Online students must have current log on credentials in order to access electronic library resources.

Faculty

The Middlebury Institute Online employs about 35 faculty, including those who are part-time, affiliate faculty, about 20% of whom are originally from outside the United States. Full bios for faculty can be found on the Institute website, listed by program.

See Appendix A for a list of faculty and their qualifications

Enrollment

Middlebury Institute Online enrolled 146 graduate students during the 2025-2026 academic year. Current headcount across all programs has decreased to 88 students in Summer 2026 due to the planned conclusion and teachout of graduate programs of the Middlebury Institute in Summer 2027.

Alumni

Middlebury Institute Online graduated its first cohort of students in August 2025. Graduates of the online programs are invited to join our in-person commencement ceremonies in May and December each year. Upon graduation, they join the Middlebury Institute alumni community, composed of over 10,000 alumni living in more than 120 countries.

Accreditation

The Middlebury Institute of International Studies and Middlebury Institute Online, under the umbrella of Middlebury College, is fully accredited by the Accrediting Commission for Senior Colleges and Universities of the New England Commission of Higher Education (NECHE), a higher education accrediting body recognized by the U.S. Department of Education.

New England Commission of Higher Education (NECHE)
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
U.S.A.
781-425-7785
www.neche.org

The Middlebury Institute is a private institution approved to operate by the California Bureau of Private Postsecondary Education. Approval to operate means the Middlebury Institute is compliant with the

minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution or if a student needs to file a grievance, they may contact the Bureau for Private Postsecondary Education directly at any time:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Phone: (916) 431-6959
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897
Web site: www.bppe.ca.gov
E-mail: bppe@dca.ca.gov

Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. They are also encouraged to review the School Performance Fact Sheet, which must be provided to them prior to signing an enrollment agreement.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web Site: www.bppe.ca.gov

This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

ADMISSION

In August 2025, Middlebury's Board of Trustees voted to conclude all in-person programs and two online programs at the Middlebury Institute. In April 2026, after careful consideration, Middlebury leadership made the decision to wind down our remaining online master's programs by August 2027. Final admissions were accepted in fall 2025 for the MA in TESOL and in spring 2026 for all other online programs. We are committed to supporting all of our online students through the completion of their degrees by summer 2027. The admissions process information below was used for previous admission cycles.

Admission Procedures and Application Process

Our admissions process involves a comprehensive evaluation of the application materials, including transcripts, recommendations, essays, interviews, and language proficiency assessments. Please review our admission requirements before applying, particularly the second language proficiency requirements. We consider all materials on an individual basis in the admissions process.

We will not process any application until all materials have been received. We will notify you of our admission decision four to six weeks after receiving your complete application. The review process may be longer than six weeks for students who need to provide additional information regarding their language proficiency. Admitted students should then send a non-refundable tuition deposit to secure their enrollment.

Apply online at go.miis.edu/onlineapplication. Our online application allows you to complete your application anytime, pay the application fee, and receive immediate notification of its submission.

Some programs have customized application forms. Please consult specific programs for more details.

Application Checklist

Online application, which includes the following:

- Essay
- Résumé or curriculum vitae

\$65 application fee (nonrefundable)

Undergraduate transcript(s)

One letter of recommendation (two preferred)

Interview in person or online (if needed)

GRE or GMAT scores (not required)

TOEFL, IELTS, or Cambridge scores (required only for nonnative English speakers, minimum preferred scores vary by program)

Second language proficiency (requirements vary by program)

Admission Requirements

The following admission requirements apply to all of our degree programs.

Essay

We require one essay highlighting your career objectives and how your background fits with the program and the Institute. To find out the specific question, please start your application.

Résumé or Curriculum Vitae

Your résumé or CV should highlight your educational background and professional experience, including voluntary work and internships, in one or two pages. Most of our graduate programs do not have specific professional experience requirements.

Application Fee

Through our online application, you will be able to pay the \$65 application fee with a credit or debit card. Application fee waivers are available for students affiliated with our partner organizations or schools.

Undergraduate Transcripts

Digital copies of your (official or unofficial) transcripts can be uploaded to your online application or emailed to miis@middlebury.edu to expedite the review of your application. If admitted, you will need to ensure that your official transcripts are mailed directly to our office (address below) or sent via e-transcript to miis@middlebury.edu.

Middlebury Institute of International Studies
Attn: Admissions Office
460 Pierce Street
Monterey, CA 93940

If you are currently attending a bachelor's degree program, we can grant you admission with the condition that you satisfactorily complete your degree and provide final official transcripts.

If your college or university does not provide original transcripts, we will accept certified copies. Please provide certified English translations for non-English language transcripts.

Letter(s) of Recommendation

Although we only require one letter of recommendation for admission, we strongly encourage you to submit two. We accept recommendations from both academic and professional references, such as university professors, employers, supervisors, or commanding officers. Please provide the contact details for one or two recommenders through your online application. Your references will receive an email requesting that they submit the letter of recommendation through an online form.

Interview

Either in person or online.

GRE or GMAT

We do not require GRE or GMAT scores for our master's programs. However, competitive scores may strengthen your application and positively influence scholarship decisions. Please use our four-digit institution code [4507] to send us your scores.

English Proficiency

If English is not your first language, you must provide evidence of English proficiency from either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) examinations, or Cambridge (B2 First, C1 Advanced, or C2 Proficiency).

If necessary, you may have the opportunity to improve your English language skills through our English Preparation for Graduate Studies program, for which scholarships are available.

TOEFL and IELTS scores are valid for two years after the test date. Cambridge scores do not expire.

TOEFL/IELTS exemptions are automatically granted to applicants who have completed high school and a bachelor's degree from an accredited college or university in the United States, Australia, Canada (except Quebec), Ireland, the United Kingdom, New Zealand, or Singapore. Please contact your enrollment advisor if you have any questions.

You can submit your online application without your TOEFL, IELTS, or Cambridge scores and provide them later via miis@middlebury.edu.

Table: Preferred minimum TOEFL, IELTS, and Cambridge scores by program

Program	TOEFL preferred minimum (overall)	IELTS preferred minimum (overall)	Cambridge preferred minimum (overall)
Cybersecurity	80	6.5	176
International Education Management	100	7	185
Localization Project Management	100	7	185
MPA in Sustainability	80	6.5	176
Organizational Leadership	80	6.5	176
TESOL	100	7	185

Note: Cambridge scores (B2 First, C1 Advanced, or C2 Proficiency) per the Middlebury Institute Application Instructions page (middlebury.edu/institute/admissions/application-instructions). Cambridge scores do not expire, while TOEFL and IELTS scores are valid for two years after the test date.

Prior Experience

The Middlebury Institute of International Studies at Monterey does not accept credit for prior experiential learning.

Documents

You are responsible for making sure that all supporting documents needed to complete your application have been received by the admissions office. You will be notified if there are items missing from your application file. If you are offered admission and decline, your application will be canceled. Support documents will be kept on file for two years should you wish to reapply within that time.

All documents contained in your application file belong to the Middlebury Institute and cannot be returned. The status of your file and the information it contains are confidential. Information will be revealed, at our discretion, only to you or to individuals whose names you have provided to us in writing.

International Student Information

If you are located outside the U.S. and will join the program from abroad, you will not need a U.S. visa status to enroll in courses offered remotely (online or via other distance education methods).

If you are currently in the U.S. and hold a non-immigrant visa status, you will need to confirm with your visa sponsor, or a U.S. immigration lawyer, as to whether your current status allows enrollment in an online program. Please also verify with your visa sponsor whether you can pursue online courses part time and/or full time under your current U.S. visa status.

If you choose to enter the U.S. while enrolled in your online program, you must ensure that you enter the U.S. in a status that would allow you to participate in part time and/or full time study during the period in which you intend to be in the U.S. This is for your protection so as not to violate your U.S. visa status. If you are pursuing a hybrid program at the Middlebury Institute, i.e., a program that has both online and on-site components, you will receive instructions from your program upon admission about acquiring the appropriate visa or waiving a visa for the on-site component.

Technology

For some international students living in other countries, technology issues may make it difficult or impossible to complete online degrees through Middlebury.

For instance, Canvas, Middlebury's online learning system, does not work in certain countries due to export control restrictions ([more information can be found here](#)). Additionally, some online resources, such as Google Docs, Google Drive, YouTube, etc., are not accessible in all countries. Because your ability to successfully complete courses remotely depends on access to these resources, you must ensure that you can meet your program's minimum computing requirements from your location before you register for online classes.

Degree Recognition in Your Country

Prospective students residing or employed outside the United States are urged to verify with the relevant certification bodies or government authorities whether completing a Middlebury Institute Online degree program will fulfill the credentialing requirements of their country of residence and/or intended employment. We strongly advise all prospective students to complete this verification process before enrolling in any degree program. Additionally, we recommend that students reconfirm annually that these credentialing requirements continue to be satisfied throughout their course of study.

Please note that Middlebury cannot guarantee the recognition or acceptance of our degrees in all countries. It is the student's responsibility to research and understand the implications of pursuing an online degree from a U.S.-based institution.

Ability-to-Benefit

California Education Code (CEC) §94811 defines an ability-to-benefit (ATB) student as a student who does not have a certificate of graduation from a school providing secondary education, or a recognized equivalent of that certificate. The Middlebury Institute of International Studies at Monterey does not accept ability-to-benefit students, since a prior baccalaureate degree is required for the majority of Institute programs.

ACADEMIC PROGRAMS

See *Appendix B* for a complete list of course descriptions.

Last admissions for following programs were Spring 2026. All to be concluded no later than Summer of 2027.

Online Master's Degree Programs

MA in International Education Management (IEM)

MA in Localization Project Management (LPM)

MA in Organizational Leadership

MA in Teaching English to Speakers of Other Languages (TESOL)

MPA in Sustainability (MPAS)

MS in Cybersecurity

MA in International Education Management (IEM): Degree requirements are available on the [MA in International Education Management curriculum page](#).

MA in Localization Project Management (LPM): Degree requirements available on the [MA in Localization Project Management curriculum page](#).

MA in Organizational Leadership: Degree requirements are available on the [MA in Organizational Leadership curriculum page](#).

MA in Teaching English to Speakers of Other Languages (TESOL): Degree requirements are available on the [MA in TESOL curriculum page](#).

MPA in Sustainability (MPAS): Degree requirements available on the [MPA in Sustainability curriculum page](#).

MS in Cybersecurity: Degree requirements are available on the [MS in Cybersecurity curriculum page](#).

Certificate Options

Certificate in Spanish Community Interpreting: requirements available on the [Spanish Community Interpreting webpage](#).

Microcredentials: Admissions to microcredentials have been suspended as of May 2026. A listing of formerly available options and requirements is available on the [Microcredential webpage](#).

REGISTRATION

Change of Degree Program After Enrollment

A student who has been admitted to a graduate degree program and wishes to change to a different graduate degree program should contact their academic advisor to discuss eligibility and possible implications for degree requirements and degree completion. Following this discussion, students will apply for the new degree program through Admissions. A new study plan, including confirmation of any previous courses taken and how they may apply (or not) towards the new program must be approved by

the Associate Dean of Academic Operations. NOTE: Due to the announced conclusion of academic programs at the Institute, requests for degree program changes will only be considered in cases where a student can complete all degree requirements by the end of the summer 2027 semester.

Admission to a Second Graduate Degree Program

Students enrolled in a graduate program at the Middlebury Institute who wish to add a second degree must apply for the second degree through the Admissions Office. No application fee is required. A second degree requires a minimum of an additional thirty (30) credits in residence beyond the requirements for the first degree, as well as satisfaction of all of the core requirements of the second degree and may also be subject to an additional Student Tuition Recovery Fund (STRF) fee. Effective April 1, 2024, the Student Tuition Recovery Fund (STRF) assessment rate will change from two dollars and fifty cents (\$2.50) per one thousand dollars (\$1,000) of institutional charges to zero dollars (\$0.00) per one thousand dollars (\$1,000) of institutional charges. NOTE: Due to the announced conclusion of academic programs at the Institute, requests for admission to a second degree program will only be considered in cases where a student can complete all degree requirements for both degrees by the end of the summer 2027 semester.

Registration Process

All eligible students will be registered by the Records Office for their courses using the online process through Banner 9.

For questions of academic policy or procedure, students should consult the [MIO Policy Handbook](#) and the Institute's [Academic Policies and Standards](#). Students may then contact their academic advisor and/or program director/ program chair for additional guidance and follow up with the Associate Dean of Academic Operations if further assistance is needed.

If students experience a short-term inability to engage with the course (mild illness, power outage, etc.), they are expected to contact their instructor as soon as possible to request arrangements to make up any missed work. If students are unable to engage with the course for more than a week, they should contact their instructor to discuss whether or not it will be possible to catch up. Depending on the circumstances, a withdrawal, a grade of incomplete, or a leave of absence may be warranted. The student should reach out to their academic advisor and Program Director to discuss. Students should review the refund policies and deadlines for Middlebury Institute Online courses. Students who do not participate and fail to communicate appropriately with their instructor and/or advisor may be removed from a course and/or assigned a failing grade, without refund of tuition.

Various steps in the registration and matriculation process require students to electronically acknowledge certain policies and in some cases, to provide an original signature. Electronic acknowledgments of various policies are clear and obvious, as they are placed at specific login steps. Original signatures are sometimes required during certain procedures or on forms such as requests for directed studies, waivers and occasionally language requirements.

Enrollment Status

During Middlebury Institute Online terms (e.g., Spring, Summer, Fall), a student is considered three-quarter time when enrolled in six or more credits per term, and less than half-time when enrolled in three credits per term. The regular course load for students in Middlebury Institute Online programs is six credits per term.

International Students

International students studying in the U.S. must comply with U.S. regulations governing their visa type, which may limit how many online courses a student can enroll in. Please note that students on F-1 student visas are not allowed to enroll in fully online programs.

Tuition and Payment

Payment Terms

Any outstanding tuition balance must be paid in full before a student is eligible to register.

All registrations for courses or programs at the Institute are subject to subsequent revocation by the Institute in its sole discretion, and at any time that the Institute determines that a student account has a balance due. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

Tuition for Middlebury Institute Online courses is due on the first day of the term for both sessions in a term (e.g., spring session A and spring session B), unless you have made payment arrangements with the Student Financial Services office. Any delinquent account not satisfied by the 10th business day of the term may be assessed a late payment fee of \$250. Middlebury Institute Online reserves the right to revoke the registration for a course or the program for non-payment. If registration for the course or program is revoked, the student will not be permitted to continue the course and will not receive a grade.

All registration for courses or programs at the Middlebury Institute Online are subject to subsequent revocation by the Middlebury Institute Online in its sole discretion, and at any time that the Institute determines that a student account has an outstanding balance. If the Middlebury Institute Online thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades. Any outstanding tuition balance from previous terms must be paid in full before a student is eligible to register.

Any credit card payment made to a student account in excess of the balance (less anticipated financial aid) will be refunded to the credit card utilized for payment.

Students who are being sponsored by other organizations for full or partial tuition are responsible for the Institute receiving these payments by the 20th business day of classes. If such payments are not possible by the 20th business day of classes, the student must provide the Office of Student Financial Services with a written commitment from the sponsoring organization that full payment of tuition and fees will occur. Such written commitment must be on the letterhead of the sponsoring organization and must include the total amount the sponsoring organization will pay each semester, billing instructions, and the signature of the authorized representative of the sponsoring organization. If such written documentation is not provided by 4 PM on the 20th business day of the semester, the late registration fee of \$250 will be assessed. In this case it is the student's responsibility to make arrangements for payment of the late fee in addition to the tuition and fees. If the Office of Student Financial Services approves such an external written commitment, the Institute nevertheless retains the discretion for subsequent revocation of the registration at any time that the Institute determines that a student account has a balance due because payments have not been made in compliance with the external written commitment. If the Institute thus revokes registration for a course or program, the student may not further attend those courses, nor may the student earn grades.

Tuition and Fee Costs

The information below covers our 2026-2027 academic year (summer 2026, fall 2026, spring 2027 and summer 2027).

<u>Academic Year</u>	<u>Per Credit</u>	<u>Term (part-time, 6 credits)</u>	<u>Year (three terms-part-time)</u>
2026-27	\$850	\$5,100	\$15,300

- Tuition rates are subject to change in future academic years.
- Part-time students pay the per-credit rate.

For more information on online program tuition, visit our online programs' tuition page.

2026–27 Academic Year

Estimated Living Expenses	Per Term	Per Year
Books and Supplies	\$50	\$150
Housing	\$6,852	\$20,556
Food	\$2,680	\$8,040
Local Transportation	\$548	\$1,664
Personal Expenses	\$800	\$2,400

This cost of attendance is based on the cost of living in Monterey with a roommate for a full academic year, consisting of the summer, fall and spring terms. Costs in other locations may vary. If you enroll at least half time in any given semester, you are eligible to request federal student loans for both tuition and living expenses. Contact the [Student Financial Services Office](#) for more information.

Health Insurance

Any student enrolled in six or more credit hours during the fall and spring terms or four or more credit hours during the summer term and, is enrolled in in-person/on-campus classes, is required to have health insurance.

We understand that securing health insurance may be a challenge for some students pursuing their degree solely online, however, for your personal health and well-being, we strongly encourage you to have insurance coverage.

Personal Expenses

This student budget does not include all of the expenses you may have, such as credit card or other consumer debt and living expenses for a spouse and/or dependents. The category of personal expenses includes clothing, laundry, household supplies, and entertainment. You should prepare a personal budget to anticipate your total financial needs.

Student Fees

Both in-person program and online, asynchronous program students are charged student fees.

Online students are charged student fees every semester; fall, spring and summer.

Student Resources Fee

This fee is used to provide a number of resources, services, and activities for students, including the following:

- Professional Development Funding
- Business cards
- New student orientation and welcome week activities and programming
- Workshops on topics related to stress management, mindfulness, time management, team building, and more
- Mlcommunity, our digital community platform
- Student life activities and programming including health and wellness education, free fitness and yoga classes, support for in-person and online community building, and engagement programming
- Funding to help support master's program-specific events, resources, and more.
- Veteran support services
- Community building
- Student Emergency Funding
- Community initiatives and club funding

The student resources fee for the 2026-27 academic year:

If you're taking five or more credits, the student activity fee is **\$100** per semester.

If you are taking one to four credits, there is no student resources fee.

Student Health & Wellness Fee

This fee is used to cover the costs associated with the TimelyCare service, a wide variety of other health and wellbeing resources and programming, and staffing for care management and health education.

The Student Health & Wellness Fee is \$100 per term for online students.

Total Program Costs

Program	# of Credits	Total Program Cost
International Education Management	36	\$ 30,600
Teaching English to Speakers of Other Languages	30	\$ 25,500
Master of Public Administration in Sustainability	30	\$ 25,500
Master of Science in Cybersecurity	36	\$ 30,600
Localization Project Management	30	\$ 25,500
Organizational Leadership	30	\$ 25,500
Microcredentials	9	\$ 7,650*
Spanish Community Interpreting Certificate	n/a	\$ 3,900**

*Non-degree microcredentials are not eligible for financial aid

**Non-degree certificate is not eligible for financial aid

Tuition Payment Policy

Tuition is due by 4 p.m. on the first day of term for both sessions of the term (i.e. Spring A session and Spring B session).

Late Fees

Any student whose tuition and fees are not paid in full by the 10th business day of the term will be fined a \$250 late fee. A late fee will trigger a hold on the student's account, preventing registration for future credits until the tuition and fees are paid in full.

Third Party Payment

Students who provide documentation to the bursar of a third party payment (such as an organization, government, or third party entity) will not be charged a late fee.

Administrative Withdrawal

Students whose tuition and fees for each semester remain unpaid after the 10th day of classes will be contacted by their dean to provide details on a plan for payment. Students who cannot provide a satisfactory guarantee of payment will face administrative withdrawal. Students who are administratively withdrawn may not return to the Institute for future enrollment until their tuition balance has been paid in full and they are in good financial and academic standing.

Student's Right to Cancel

Students have the right to cancel their enrollment without any penalty or obligations and receive a full refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

You have the right to cancel this agreement on or before July 17, 2026 for the Summer 2026 semester, on or before September 14, 2026 for the Fall 2026 semester, on or before February 19 for the Spring 2027 semester, and on or before May 21, 2027 for summer 2027 semester.

Tuition Refunds

If a student voluntarily withdraws from the Middlebury Institute at any time during the academic year after the academic term has begun, or officially drops a class, they are entitled to a pro rata refund of non-federal student financial aid program moneys paid for institutional charges who have completed 60% or less of the period of attendance. The pro rata refund equals the net daily charge for the program multiplied by the number of days the student attended or was scheduled to attend prior to withdrawal.

A student who wishes to withdraw from the Middlebury Institute Online for academic or personal reasons may petition to do so at any time before the end of any semester. The petition may be obtained from the Records Office. Any refund of tuition will be based on the date of withdrawal. If you are using federal student financial aid funds to pay any portion of your tuition, you are only entitled to a refund of money not paid from federal student financial aid program funds. Cancellation shall occur when the student gives a dated, written notice of cancellation to MIIS. The written notice of cancellation, if sent by mail, is effective when deposited in the mail, properly addressed with postage prepaid, and does not require any particular form, so long as it is signed and dated. The student should keep proof of delivery from the post office until any tuition refund is received. If you are using federal student financial aid funds to pay any portion of your tuition, you are only entitled to a refund of monies not paid from federal student financial aid program funds.

Note: Federal financial aid has different refund rules. Students receiving federal financial aid should see the Office of Student Financial Services before withdrawing.

Special Admission and Registration Procedures for Non-Degree Students

Credit Limit for Non-Degree Students

Non-degree MIO students may register for up to six (6) credits per semester. Non-degree students attending Middlebury Institute Online as part of a Middlebury College or Language Schools degree

program, as well as students attending Middlebury Institute Online via an exchange agreement, are not included in the six (6) credit per semester maximum.

Enrollment of Non-Degree MIO Students in More than Six (6) Credits

Non-degree students who wish to enroll in more than six (6) credits in a specific degree program during the semester but do not wish to be admitted to a degree program at the Middlebury Institute Online must submit an application form to the Admissions Office. It should be clearly marked “Non-degree student”.

Admission Provisions for Non-Native Speakers of English

Non-degree students who are non-native speakers of English must meet the same minimum English language requirement as degree applicants for the school in which they wish to take courses.

Adding and Dropping Courses

Course registration deadlines for adding and dropping courses are published by the Records Office. Courses may be added through the 10th business day of the academic session. Adding courses will result in additional tuition charges.

Enrolled students will be automatically added to the course site after it is created by the instructor. Students will be able to access it once it is published by the instructor.

Students who wish to drop or withdraw from a course are solely responsible for doing so prior to any relevant drop deadlines. Note: Without an official drop, tuition charges for the course remain due and payable. No record is kept of a course(s) that is dropped by 4 PM PT on the 10th business day of the academic session. No course(s) may be dropped after the 10th business day of a regular session, except when illness or other emergency requires a leave of absence or withdrawal from the Institute.

Withdrawing from a course after the published deadline requires a petition for waiver of academic regulations. If granted, a “W” grade, which does not affect the GPA, will be recorded and tuition will remain due and payable.

Administrative Withdrawal

Middlebury Institute Online requires students to demonstrate course participation in the first week (Monday - Sunday) of an online course. After the first week of the course, Student Financial Services initiates the enrollment verification process to disburse financial aid. If a student does not participate before enrollment verification is initiated, the student will be administratively removed from their course(s) and their financial aid adjusted accordingly.

Academic participation includes any point-earning activity in a class, including but not limited to posting to a discussion board, submitting an assignment, student-initiated contact with a faculty member to ask a question about a course topic, or submitting an exam or quiz. Activities that do not constitute academic participation include logging in to the Learning Management System, emailing the professor about grades, submitting a video introduction, discussing academic progress in the course or program, and communicating via email with an advisor, student financial services, or other administrative staff.

If a student merely stops attending a class and does not officially drop it, s/he will remain on the class roll and the instructor will assign a grade.

Auditing Courses

Requests to audit a course must be approved by the instructor of record and the student must register as an auditor, on a space available basis. Students registering to audit a Middlebury Institute Online course must pay half of the tuition rate for that course.

The instructor of record establishes the requirements and required deliverables for auditing a course and has the right to refuse auditors. No credit is awarded for courses that are audited. The student's record shows an AU for audit if the student has met the instructor's attendance and deliverable requirements for awarding an AU. If the student fails to meet the instructor's requirements, the instructor of record so informs the Records Office and no record of the course appears on the student's transcript.

Repeating Courses

Normally, students enrolled in the Middlebury Institute Online are not permitted to repeat a course for which they have earned credit and a passing grade. However, in rare cases, a student may be granted permission by the Dean to repeat a course by registering for the course again and paying the appropriate tuition. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average.

INSTRUCTION

Course Location

Middlebury Institute Online courses are offered in fully asynchronous online mode. Students study from their home location.

Assessment and Grading

Faculty are responsible for conducting assessment and grading of student performance in the courses that they teach. Faculty are therefore accorded wide latitude to set standards, establish expectations, evaluate performance, and assign grades. Faculty also have the right to expect a committed and appropriate level of effort and performance from their students. Conversely, students have the right to receive information as to what is expected of them in a course, including the general criteria for evaluation of their performance. Faculty shall provide their students with information as to the grade parameters, criteria, and requirements at the beginning of each course, normally doing so in the course syllabus.

Attendance

If students experience a short-term inability to engage with the course (mild illness, power outage, etc.), they are expected to contact their instructor as soon as possible to request arrangements to make up any missed work. If students are unable to engage with the course for more than a week, they should contact their instructor to discuss whether or not it will be possible to catch up. Depending on the circumstances, a withdrawal, a grade of incomplete, or a leave of absence may be warranted. The student should reach out to their Program Director to discuss. Students should review the refund policies and deadlines for Middlebury Institute Online courses. Students who do not participate and fail to communicate appropriately with their instructor and/or Program Director may be removed from a course and/or assigned a failing grade, without refund of tuition.

Course Syllabus

The course syllabus communicates the overall expectations that the faculty have for student work. It is issued by the instructor at the beginning of every course taught at the Middlebury Institute Online and is subject to change as determined by the instructor with advance notice and due respect to fairness to the students as a whole.

The course syllabus shall include: general course information, instructor information, a course description, course objectives, instructional methodology, assessment of students, grading methodologies and criteria, a course reading list, a course outline, and a calendar.

Student Grading of Other Students' Work

Graduate assistants or work-study students acting as teaching assistants shall not participate in the evaluation or grading of the work of other students.

Internships

The Middlebury Institute Online offers immersive learning experiences that are either credit or non-credit bearing.

Internships are a valuable and typical component of the educational experience. Internships generally do not carry academic credit, although academic credit can be arranged in exceptional cases by means of a Directed Study. In general, please consult with your career advisor and/or Program Director about internship opportunities.

ACADEMIC STATUS AND STUDENT RECORDS

Grades and Credits

A credit hour is an amount of work, represented in intended learning outcomes and verified by evidence of student achievement. Middlebury Institute Online courses are designed for a minimum of 45 hours of Engaged Learning Time (ELT) expected of each student for each credit. Thus a 3-credit course should be designed for 135 hours of ELT.

In Middlebury Institute Online courses, grades are recorded in the Learning Management System (LMS) gradebook, ensuring that students can see their progress. Grading policies and deadlines are established by Middlebury Institute Online and the Office of the Registrar.

The following system of grading is used at the Middlebury Institute:

A and A+	4.00 grade points per credit
A- (minus)	3.67
B+ (plus)	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F (Fail)	0.00

P (Pass)	Credit for course, no grade points
NP (No Pass)	No grade points or credit
I (Incomplete)	No grade points or credit
W (Withdrawal with permission)	No grade points or credit
AU (Audit)	No grade points or credit
IP (In Progress)	No grade points or credit

There is no other system of grading or grading category at the Middlebury Institute other than those listed above.

Except for grades of “I” and “IP,” all grades are considered final when reported by a faculty member at the end of a semester or marking period. A change of grade may be requested **only** when a calculation, clerical, administrative, or recording error is discovered in the original assignment of a course grade or when a decision is made by the Associate Dean of Academic Operations to change the grade as a result of the disputed academic evaluation procedure. Grade changes necessitated by a calculation, clerical, administrative, or recording error must be reported within a period of six months from the time the grade is awarded. **No grade may be changed as the result of a re-evaluation of a student’s work or the submission of supplemental work** following the close of a semester or marking period. The Records Office shall only accept permissible changes of grade upon written approval of the Associate Dean of Academic Operations, who shall first verify that the Change of Grade request satisfies established criteria.

Disputed Academic Evaluation Procedures

General: Institute policy regarding disputed academic evaluations entitles students to three levels of formal appeal following review by the instructor of record. Disputed academic evaluations must occur within four months from the end of the course.

Informal Review by Instructor: In the interest of preserving the crucial student-instructor relationship, the first procedure requires an informal mediation phase in which the student and faculty member attempt to resolve the grade dispute by direct communication.

Program Level Review: If the disagreement is not resolved by this dialogue, either the instructor or student may request that the director of the program mediate the dispute. The program director will obtain the relevant information and will communicate with both student and instructor to obtain their views. The program director shall then communicate in writing to the student and the faculty member, their judgment as to the proper outcome of this mediation.

Appeal to the Dean: If a student wishes to appeal the decision of the program director, they must submit a written request to the Associate Dean of Academic Operations. The Associate Dean may request from the parties involved written documentation pertaining to the matter, including a concise report of the program director’s mediation process, the student assignments in question, and all written evidence of the faculty member’s marking procedures and evaluation criteria (e.g., the course syllabus, assignment requirements, assessment rubrics, benchmark student work, and so forth).

The Associate Dean shall carefully review the documentation and solicit further information as needed (e.g., testimony from the student, the faculty member, and the dean) before issuing a decision in writing with a copy to all relevant offices. The Associate Dean shall respect the faculty member’s responsibility for the determination of their own evaluation criteria. The Associate Dean’s function is to resolve disputed academic evaluations by determining if there occurred a fundamental unfairness to the student. The Associate Dean’s determination regarding a disputed evaluation is final.

Pass/No Pass (P/NP) Option

In certain courses students receive a grade of P (Pass) or NP (No Pass). Grades of “Pass/No Pass” will be awarded only in those courses that are identified as such in the course schedule or syllabus, and there is no other grading system applied to such courses. All sections of a given course must be treated equally in terms of grading. Criteria determining passing work under the P/NP option are at the discretion of the instructor of record. When a student receives a “Pass” in a “Pass/No Pass” course, credit is received, but those credits are not counted in calculating the student's Grade Point Average. When a student receives a “No Pass” in a “Pass/No Pass” course, no credit is awarded and there is no impact on the student's grade point average.

Pass/Fail (P/F) Option

In certain courses, students receive a grade of P (Pass) or F (Fail). Grades of “P/F” will be awarded only in those courses that are identified as such in the course schedule or syllabus, and there is no other grading system applied to such courses. All sections of a given course must be treated equally in terms of grading. Criteria determining passing work under the P/F option are at the discretion of the instructor of record. When a student receives a “Pass” in a “Pass/Fail” course, credit is awarded, but those credits are not counted in calculating a student's Grade Point Average. When a student receives a “Fail” in a “Pass/Fail” course, credit is not awarded for the “F” grade and the quality points are used in the GPA hours total to calculate the GPA, thus negatively affecting the GPA. (Example: A student with an F in a one-credit workshop and 15 other credits will have 16 hours used to calculate the GPA. Assuming all the other courses received an A the student's GPA would be 60 (quality points) divided by 16 credits, giving the student a GPA of 3.75.)

Incomplete Grades

A grade of incomplete (I) may be assigned by the instructor when a student has done acceptable work in the majority of course requirements or assignments but cannot complete all course work for reasons of illness, emergency, or legitimate extenuating circumstances. If a student has not done acceptable work in the majority of course requirements or assignments prior to the illness or emergency that prevented completion of the course, a letter grade shall be assigned. An “I” is not appropriate for cases in which the principal requirement for the course is unfinished by the end of an academic term, e.g., a Capstone, Thesis, Business Plan, or Program Portfolio (please see below, Assignment of “In Progress”).

Process for assigning and resolving an Incomplete:

- The instructor submits a grade of Incomplete to the Records Office and the Associate Dean of Academic Operations, accompanied by a written agreement with the student regarding the work to be completed and the deadline for completion. (This deadline should be as early as possible and may not exceed four months from the end of the course unless an extension is approved by the Dean due to extenuating circumstances. Note, a grade of Incomplete may impact a student's federal financial aid and/or VA benefits)
- The instructor evaluates the completed work as soon after its submission as possible. The instructor shall complete and submit a Change of Grade form to the Records Office to replace the “I” with the appropriate grade.
- An “I” that is not changed by this procedure becomes a permanent grade on the student's transcript. In this case, the “I” is not used to calculate the Grade Point Average.
- If a grade of Incomplete in a course required for the student's degree is not resolved according to the above provisions, the student may be required to repeat the course (or an appropriate equivalent), paying additional tuition, if necessary, to satisfy the requirement of the degree. Due to the Institute's announced conclusion at the end of the Summer 2027 semester, any I grade that has not been resolved by that time will become a permanent grade on the student's record.

Assignment of “In Progress”

A grade of In Progress (IP) is assigned only in those courses for which the principal requirement of the course is unfinished by the end of an academic term, e.g., a capstone, thesis, practicum, or program portfolio. In these cases, an “I” (Incomplete) is not appropriate. Those programs that utilize the IP grade option may have different requirements for the amount of time provided to complete the work and remove the IP. Students should consult the Associate Dean of Academic Operations with questions.

Academic Standing

Required Grade Point Average

A student’s academic standing is calculated at the end of each term. All students are required to maintain an overall 3.00 grade point average in all course work completed at the Middlebury Institute Online.

Satisfactory Academic Progress

A student is making **Satisfactory Academic Progress (SAP)** when a cumulative and term grade point average of 3.00 is maintained each semester and the Institute determines that the following conditions are met:

- No grade of C or lower in any course taken that term;
- No more than two Incomplete grades appear on the student’s record.

Students whom the Institute determines are not making satisfactory academic progress are required to restore this status by the end of the next term in which the student is enrolled at the Middlebury Institute Online.

Financial Aid Probation

A student’s academic standing is reviewed at the end of each semester. A student who fails to maintain Good Academic Standing for any semester is given a written warning by the Financial Aid Office for one semester and will be expected to meet the criteria listed above by the end of the semester in which they received the written warning.

Financial Aid Disqualification

A student who does not regain satisfactory academic standing by the end of the semester in which they received the written warning will ***not*** be eligible for financial aid or the merit scholarship unless they successfully appeal their situation and have been approved by the Financial Aid Director and the Associate Dean of Academic Operations. The Appeal must include the following:

- What the student intends to do to reestablish satisfactory academic progress.
- The circumstances surrounding why the student did not obtain satisfactory academic progress.
- What has changed in a student’s situation that will allow them to reach satisfactory academic progress by the end of the next evaluation period.

If they are successful in their appeal they will be given one semester on financial aid in order to regain Satisfactory Academic Standing. If their appeal is denied, they are ineligible for financial assistance until they are back in good standing. If the student does not regain Satisfactory Academic Standing at the end of their probationary semester, they become ineligible for financial assistance. In all cases, letters will be sent to students notifying them of their situation.

Students enrolled in an online graduate program must complete their degrees within 15 terms from their initial enrollment at the Institute. Financial aid will not be available to graduate students who exceed the 15-term enrollment limit.

A student may repeat a course by registering for the course again and paying the appropriate fees. When a student repeats a course, the grade recorded the first time the course was completed remains permanently on the student's transcript. However, only the new grade will be considered in the calculation of the student's Grade Point Average.

For students that change degrees, the coursework that will transfer into the new degree will be counted towards both the student's qualitative SAP calculation and the quantitative calculation. In other words, the pace by which a student is progressing in their degree will be calculated by determining the cumulative number of hours the student has successfully completed by the number of cumulative hours the student has attempted, regardless of the degree. In addition, any credits counting towards the new degree will also be subject to the cumulative GPA calculation. Credits accepted from other schools will be counted in the quantitative calculation as both attempted and completed credits.

Withdrawals do not count against a student's GPA. However, withdrawals will count against a student for quantitative purposes. In other words, it will be counted as attempted coursework with regards to the pace by which a student will be expected to complete their degrees.

For students that are not in good standing when they leave one degree to begin another, they will be placed on academic warning for the first semester of their new degree. If they fail to attain good standing after their first semester, they will be placed on financial aid probation.

Appeal Procedure

Students wishing to appeal their financial aid ineligibility and request a semester on financial aid probation or who have exceeded the maximum timeframe for completing their degree must submit a letter to the Office of Student Financial Services (OSFS) explaining the circumstances involved in their lack of academic progress. The Appeals Committee will review the student's request and make a recommendation to the OSFS. Circumstances such as illness, death in the family, extreme financial hardship necessitating full-time employment or a change in educational objectives may be considered for extension of eligibility.

Academic Probation

In the case of a student who fails to make satisfactory academic progress in any semester, the Institute shall transmit notice to the student in writing of placement on academic probation. To continue studies at the Middlebury Institute Online, a student on academic probation must achieve satisfactory academic progress status by the end of the following term and must also satisfactorily complete other steps stated in the notice of academic probation.

Dismissal

A student who fails to make satisfactory academic progress for two consecutive terms or who otherwise fails to achieve relief from academic probation status by the end of the following term is subject to immediate dismissal for academic reasons.

Following notice of such dismissal, an application for readmission will be considered only after one full calendar year has elapsed. Students may be granted or denied readmission only at the discretion of the Institute. Following readmission after academic dismissal, the student is on academic probation for the first subsequent term.

Leave of Absence

Student Initiated

Due to the Institute's announced conclusion at the end of the summer 2027 term, students normally cannot request a leave of absence since courses required for the degree will likely not be offered again. Therefore, in most cases, any leave of absence is the equivalent of a withdrawal from the student's degree program.

In order to register for a leave of absence, the student must file a petition for a Leave of Absence form in the Records Office and a non-refundable deposit of \$150 must be paid by 4 p.m. on the third day of the first term of absence. The deposit is applicable toward the student's tuition upon returning to the Institute. Unless this procedure is followed, a returning student must apply for readmission through the Admissions Office and pay another application fee. Please obtain the petition for a Leave of Absence from the Records Office.

Students should be aware that **since they are not enrolled during a leave of absence, this might cause student loan payments to fall due**. Students receiving any federal financial aid and/or a Middlebury Institute scholarship should obtain advice and instructions on leaves of absence from the Office of Student Financial Services and schedule an exit interview, which is required by federal regulations.

In the event that a student is going on a leave of absence in order to pursue a degree program-related internship, fellowship or Peace Corps service, the settlement of tuition overloads before departure may be waived by completing the required Leave of Absence Petition. However, if a student fails to return and re-enroll, he/she is liable for those charges at the prevailing rate. The petition is available from the Records Office. **Note:** Students going on a leave of absence for any other reason are required to pay their overload credits before leaving the Institute. Please see Course Load and Overload section, above.

Upon return from a leave of absence, the student must have no outstanding balance due and have a \$150 non-refundable deposit on account. The \$150 tuition deposit will be applied against billed tuition in the returning semester. The deposit is good for a maximum of two years, after which the student must re-apply for admission to the Institute. **Note:** No student will be allowed to register if there is a balance due on his or her tuition account.

Institute Initiated

The Institute may place a student on leave of absence when, in its educational judgment, the Institute determines that the student exhibits signs of currently lacking the ability to engage effectively with the Institute's academic programs, services, or that causes substantial concern for safety and health of other member(s) of the Institute community. Before placement on leave, the Institute will make efforts to notify the student of its judgment and the bases for its judgment and give the student an opportunity to provide information to the Institute. If the student is placed on leave, the Institute will consider appropriate credits to the student account for payment of educational services thereby withdrawn. The Institute may identify terms and conditions that should be satisfied in order for the student to apply to return from leave.

Middlebury Institute Online requires students to demonstrate course participation in the first week (Monday - Sunday) of an online course. After the first week of the course, Student Financial Services initiates the enrollment verification process to disburse financial aid. If a student does not participate

before enrollment verification is initiated, the student will be administratively removed from their course(s) and their financial aid adjusted accordingly.

Academic participation includes any point-earning activity in a class, including but not limited to posting to a discussion board, submitting an assignment, student-initiated contact with a faculty member to ask a question about a course topic, or submitting an exam or quiz. Activities that do not constitute academic participation include logging in to the Learning Management System, emailing the professor about grades, submitting a video introduction, discussing academic progress in the course or program, and communicating via email with an advisor, student financial services, or other administrative staff.

Time Limit for Completion of Degree Requirement (Currency Requirement)

As measured from the last semester of active enrollment at the Middlebury Institute, students have five (5) years to complete their degree requirements. Any exception to this policy is solely at the discretion of the Associate Dean of Academic Operations.

Students enrolled in a graduate program must complete their degrees within 15 terms from their initial enrollment at the Institute. Financial aid will not be available to graduate students who exceed the published time to completion of their individual degree.

NOTE: MIO is in process of concluding instruction and teaching out all current students by the end of summer 2027 semester. If a student has not met all requirements for a degree by this conclusion deadline, the degree will not be awarded and no extension is possible.

Petition to Waive a Regulation, Policy, or Academic Requirement

Students who wish to be considered for a waiver of any academic policy or requirement for any degree program should obtain a Petition for Waiver of Academic Regulations form, from the Records Office website.

The student should specify on the Petition which academic policy or requirement s/he wishes to waive, and why the waiver is necessary and justified.

Signatures of support must be obtained on the Petition from the relevant instructor, if applicable, the program director/ program chair, and the Associate Dean of Academic Operations. The Records Office shall advise students as to which signatures are required.

A petition for waiver may be granted or denied at the sole discretion of the Associate Dean of Academic Operations. If granted, the waiver must be filed in the student's file in the Records Office before the waiver becomes official. Note: if a requirement is waived, the total number of credits required for graduation in each program is not affected by this waiver, i.e., credit is not given for courses that are waived.

Challenge Examinations

Challenge examinations (credits by examination) are not accepted at the Middlebury Institute Online. Students may only receive academic credit for courses not taken at the Middlebury Institute Online by following the policies and procedures for Transfer of Academic Credit from Other Institutions, above. Mechanisms for taking account of previous coursework include waivers of requirements, transfer of credits, and advanced entry, available in certain programs (please consult with the appropriate program chair and/or dean).

Graduation

Each degree candidate must file a petition for graduation with the Records Office in their final Term at the Middlebury Institute Online. **Note:** it is the responsibility of students to monitor their progress in their Degree Audit Worksheet in Banner well in advance of their intended date of graduation to ensure that their courses meet their degree requirements. Students should consult their program chair and/or academic advisor for guidance.

Degree Audit: After a student has applied for graduation, his/her record is evaluated by the Records Office to ensure that the courses required for the degree have been successfully completed and the overall GPA is 3.00 or better. If the student's course work does not meet the requirements of the degree, the Records Office will notify the student and a degree will not be conferred until all requirements are completed satisfactorily.

Some degree programs at the Middlebury Institute Online may have additional exit requirements. Students should consult their program chair and/or academic advisor for guidance.

Graduation with High Academic Achievement

Graduate students graduate "with Distinction" if they have an overall Grade Point Average of 4.00 for all courses taken at the Institute.

Withdrawal from the Middlebury Institute

A student who wishes to withdraw from the Middlebury Institute Online for academic or personal reasons may petition to do so at any time before the end of any term. The petition may be obtained from the Records Office. Any refund of tuition will be based on the date of withdrawal (please see above, Payment of Fees and Refund Schedule). Students who plan to return to the Middlebury Institute Online to complete their degree program should consult the regulations on Leave of Absence and Readmission to the Middlebury Institute Online, before completing the withdrawal petition.

If a student withdraws with a disciplinary matter, sanction, or appeal pending, the withdrawal will be considered a resignation, and the student will have given up the opportunity to return to any Middlebury Institute Online program. The student's official status will reflect the point in the process at which they withdrew, and the nature of the finding and sanction, as appropriate. Examples include but are not limited to "Withdrawal with a Disciplinary Matter Pending," "Withdrawal with a Disciplinary Sanction Pending," and "Withdrawal with a Disciplinary Appeal Pending."

In extraordinary circumstances, the appropriate supervisory authority may, after appropriate consultation, review of the case, and consideration of Middlebury Institute Online's best interests, grant permission for a respondent to withdraw from Middlebury Institute Online when a disciplinary matter is pending. If the student is readmitted, the disciplinary matter must be resolved either before the student's return, or immediately upon the student's return (as determined by Middlebury Institute Online).

Readmission to the Middlebury Institute Online

A student who has withdrawn from the Middlebury Institute Online must apply to the Admissions Office for readmission if they wish to return after officially withdrawing, or if the student has been absent from the Middlebury Institute Online without registering for a leave of absence. Readmitted students shall be bound by the degree requirements in effect at the time of readmission.

Student Records and Confidentiality (FERPA)

The federal Family Educational Rights and Privacy Act (FERPA) ensures students can have access to education records maintained by Middlebury and defines conditions under which those records may be disclosed to others.

1. Definitions

a. "Students." "Students" are defined as those individuals who have applied for admission to Middlebury, were admitted, and are or have been enrolled in classes for credit in a Middlebury program. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not enroll in classes for credit. In addition, rights are not given by FERPA to students enrolled in one component of Middlebury who seek to be admitted in another component (e.g., a student who is enrolled in the undergraduate College, but is denied admission to one of the graduate programs, has education records at the College but not the graduate program).

b. "Education Records." "Education records" are those records, in hard copy or digital form, that are directly related to a student and that are maintained by Middlebury or by an official who serves Middlebury in an administrative, supervisory, academic, research, support staff or other position.

"Education records" do not include:

i. Records of personnel that are in the sole possession of the maker, e.g., a faculty member's grade book, or a dean's advising notes, or a temporary substitute. Shared information within an office or unit will be considered an "education record" subject to FERPA.

ii. Records relating to individuals who are employed by Middlebury that are made and maintained in the normal course of business and relate exclusively to individuals in their capacity as employees, and are not available for any other purpose.

iii. Records relating to a student that are (1) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with the provision of treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment (or to a physician or other appropriate professional of the student's choice).

iv. Records that contain only information relating to a person after that person is no longer a student at Middlebury (e.g., information gathered on the accomplishments of alumni).

v. Records created and maintained by the Middlebury College Department of Public Safety or the Middlebury Institute's Campus Security Department for law enforcement purposes.

vi. Attorney-client privileged records, such as communications for the purpose of seeking or receiving legal advice on behalf of Middlebury.

vii. Any other records excluded from the definition of Education Records in FERPA.

c. "Directory Information." Middlebury determines the following to be student "directory information," which may be available to the public if the student has not restricted its release:

Name

Home address (while enrolled at Middlebury)

Campus address (if applicable)
E-mail address
Photograph
Dates of attendance and graduation
Class standing, e.g., first-year student, sophomore, junior, or senior
Major field(s) of study
Degrees received
Honors and awards received

"Directory information" for purposes of FERPA is ****not ****the same as the information that is available in on-line Middlebury directories.

Students may opt out of any or all elements of "directory information" identified above, by contacting the Registrar (Vermont) or Records Office (California).

2. General Principles

a. Confidentiality. FERPA provides that education records and personally identifiable information about a student may not be disclosed without the student's written consent unless disclosure is permitted by certain exceptions under FERPA.

The student's written, signed consent must:

- Specify the records to be released;
- Identify the party or class of parties to whom the records should be released;
- Indicate the reason for the release.

b. Access. FERPA provides that students are permitted to inspect their own education records. A student has the right to:

- Inspect and review his or her education records;
- Request an amendment to an education record if the student believes there is an inaccuracy;
- Restrict the release of his or her "directory information" from public access;
- File a complaint with the U.S. Department of Education if he or she feels Middlebury has failed to comply with FERPA.

c. Administering Office. The Office of the Registrar is responsible for the administration of this policy for all Middlebury programs other than the Institute. The Records Office is responsible for the administration of this policy at the Middlebury Institute. Students and others who have questions regarding the treatment of specific information in a specific circumstance should contact a staff member in the appropriate Office.

3. Confidentiality

FERPA generally prohibits the release of confidential personally identifiable student data from education records, with limited exceptions that include "directory information" (see below), without the student's written, signed consent.

Personally identifiable student data, other than "directory information" for students who have not restricted its release, are confidential. Examples of confidential information include, but are not limited to, social security number, date of birth, ethnicity, gender, country of citizenship, class schedules (including meeting times and locations), grades, grade point averages, and parents' or guardians' names and addresses.

FERPA provides certain exceptions for the release of personally identifiable education record information without the student's written consent. These exceptions include:

Directory Information. "Directory information," as defined in section 1.c. above, may be made available to the public if the student has not restricted its release.

Middlebury will honor requests to withhold any one or more elements of "directory information."

Students should consider very carefully the consequences of any decision to withhold all "directory information." When a student instructs Middlebury not to release any "directory information," any future requests for such information from persons or organizations outside Middlebury will be refused, unless a legal exception applies, or unless the student subsequently revokes the restriction.

Requests for non-disclosure must be submitted in writing to the Office of the Registrar at Middlebury College or the Record Office at the Middlebury Institute. Forms for making such requests may be obtained from the appropriate Office.

Legitimate Educational Interest. Personally identifiable education record information may be disclosed without the student's written consent to a Middlebury official with a legitimate educational interest in the record. A Middlebury official is a person employed by Middlebury in an administrative, supervisory, academic or research, support staff, or other position (including public safety and health staff at the College and Campus Security staff at the Institute); a person or company with whom Middlebury has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. An employee has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Other Exceptions. Education record information may be disclosed without the student's written consent in various instances, including:

- a) To the student;
- b) If it is "directory information" and the student has not restricted its release;
- c) If properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding, in which case Middlebury will make a reasonable attempt to notify the student of the subpoena, in cases where FERPA applies, prior to the release of the information, unless the subpoena specifically directs that the student is not to be notified;
- d) In connection with the student's application or receipt of financial aid as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms or conditions of the aid;
- e) In connection with audits or evaluation of federal or state supported educational programs requiring disclosure of information;

- f) To effect collection of past due financial obligations to Middlebury;
- g) To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the Department of Education, the U.S. Citizenship and Immigration Services bureau of the Department of Homeland Security (with respect to international students), or state or local educational authorities;
- h) To the Veterans Administration to determine compliance with educational assistance;
- i) In connection with a health or safety emergency as determined by Middlebury;
- j) In certain circumstances to parents of financially-dependent students, at Middlebury's discretion;
- k) To officials of another school or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled provided the disclosure is for purposes related to the student's enrollment or transfer.

4. Access

A student has the right to inspect and review his or her education records within 45 days of submitting a written request to Middlebury for such access.

Middlebury College students wishing to review their records should submit to the Office of the Registrar a written notice to that effect. Registrar staff will notify the student of a convenient time for the review. Students at the Institute should submit to the Records Office a written notice to that effect. The Records Office will notify the student of a convenient time for the review.

FERPA does not provide the student with the right to access certain records, including:

- Parents' financial records used for financial aid purposes.
- Confidential letters and statements of recommendation placed in the student's education record prior to January 1, 1975, or confidential recommendations to which the student has given prior written waiver of access and which are used for job placement, admission, or award purposes.
- Records that fall into one or more exclusion from the definition of "education records."

5. Amendment of Records

A student may request amendment of the student's education records that the student believes are inaccurate, misleading, or in violation of the student's privacy rights.

A request for amendment of a student's education record should be submitted in writing by the student. The request should state what record the student believes is inaccurate or identify the part of a record the student wants changed, and should state why the student believes the record is inaccurate, misleading, or in violation of the student's privacy rights. If Middlebury decides not to amend a record as requested, Middlebury will notify the student of its decision and advise the student of his or her right to a hearing regarding the issue. Additional information regarding a hearing procedure will be provided to the student when notified of such decisions.

FERPA was not intended to provide a process to be used by students to question substantive judgments that are correctly recorded. The FERPA rights of challenge are not intended to allow a student to contest,

for example, a grade in a course because he or she felt a higher grade should have been assigned. FERPA is intended to ensure the factual and accurate nature of the information in the student's education records and the student's right to verify that information.

If Middlebury decides, as a result of a hearing, not to amend the education record in accordance with the student's request, the student may place a written statement in the record commenting upon the information therein, and/or setting forth any reason for disagreement with the institutional decision not to amend the record. Such a statement will become part of the student's education record and will be disclosed with it.

6. Complaints

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Grade Reports

Students can access final grades online through Banner approximately one week after the faculty grade deadline.

Transcripts

Current and former students of all Middlebury academic programs can request electronic and paper transcripts via our online ordering form with [Parchment](#). The academic transcript is a complete record of all academic programs a student has attended at Middlebury and all transcripts are sent in their entirety. Additional information in regard to academic transcripts can be found [online](#).

Transfer of Academic Credit from Other Institutions

After being admitted to the Middlebury Institute Online, a student may petition the Dean (who will consult with the relevant Program Director) to consider courses taken elsewhere at accredited institutions for satisfaction of specific Institute degree requirements. Transfer credit is limited to a maximum of 25 percent of graduate degree requirements for programs requiring more than 30 credits.

Courses counted towards a previous Bachelor's or Master's degree cannot be transferred to the Middlebury Institute Online for credit. Proposed transfer graduate courses must meet the Institute's degree requirements, and the student must have earned a grade of B or better.

Grades assigned by other institutions for courses that are transferred to the Middlebury Institute Online are not calculated in the Middlebury Institute Online grade point average.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at the Middlebury Institute Online is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This

may include contacting an institution to which you may seek to transfer after attending the Middlebury Institute Online to determine if your credits will transfer.

STUDENT SERVICES OFFERED

- Preserve and Enhance Student Engagement
- Cultivate and Maintain a Healthy, Safe and Inclusive Environment
- Establishes, Promotes and Supports Student Leadership and Governance
- Promote Health and Wellness
- Residential Life Support
- Off-Campus Housing Support
- Improve Student Success
- Manages Student Advocacy Council
- Offers discounts and assorted gear to enhance your life in the Monterey area
- Enforces student conduct policies
- Creates and enforces student life policies
- Offers many services to support Veterans
- Responsible for New Student Onboarding and Orientation
- Community Building Initiatives

STUDENT RIGHTS AND OBLIGATIONS

Student Responsibility

Students must assume full responsibility for knowledge of Middlebury Institute Online policies and Graduate School requirements concerning their individual degree programs. Policies listed in this catalog apply to the regular academic term.

General Conduct Policy

Respect for Persons

All students, as members of the MIO community, are expected to respect the dignity, freedom, and rights of others.

MIO prohibits the use of violence against any individual, including dating misconduct, the negligent or reckless use of physical force, as well as the incitement or provocation to violence. MIO also prohibits conduct that may reasonably be expected to exploit or coerce, including sexual exploitation, and/or domestic/dating misconduct. Sexual exploitation occurs when a person takes sexual advantage of another person for the benefit of anyone other than that other person without that other person's consent, such as recording video or audio of someone's sexual activity, intimate body parts or nudity, without that person's consent. Domestic or dating misconduct is threatening or coercive behavior that does not involve violence but occurs in a domestic or dating relationship.

In addition, students may not engage in behavior that prevents someone's ability to communicate or move freely, behavior that violates someone's privacy, entering someone's room or office without authorization or invitation, or stalking. Stalking is defined as two or more acts that would cause a reasonable person to fear for the person's safety or the safety of others, OR to suffer substantial emotional distress. Stalking can include non-consensual communication in any manner; pursuing, waiting or showing up uninvited in places frequented by the person; surveillance or voyeurism, trespassing, vandalism, non-consensual touching, threats, threats to harm oneself, and use of a third party to accomplish any of these actions.

Finally, behavior that violates common standards of decency, fails to comply with local laws or statutes, or demonstrates contempt for the generally accepted values of the intellectual community is prohibited.

Communicating with Honesty and Integrity

We expect students to manifest integrity and honesty in all decisions and actions. Therefore, providing information to any member of the Institute staff or faculty that an individual knows or reasonably should know is false or misleading is prohibited.

Respect for MIO's Educational Function

Any disruption of MIO's educational function is prohibited.

Respect for the Authority of Officials

MIO depends on employees and agents to advance the educational mission of the institution. These employees and agents include but are not limited to faculty members; deans; administrative, custodial, and library staff; Campus Security officers and their equivalents; and other individuals such as members of the police and ambulance forces, service providers, and security staff. All students are expected to respect the authority of these individuals when they are executing their responsibilities for MIO. Students are expected to cooperate fully in the disciplinary process and any student, whether a party or a witness, who refuses to cooperate may be subject to discipline. Failure to comply with requests from MIO officials will subject a student to disciplinary sanctions. Students are expected to identify themselves by showing their MIO student identification card upon request of MIO officials.

Respect for Property

MIO's educational mission depends on careful stewardship of our shared resources, including campus buildings, land, and other property, and of the property of members of our community. Theft, vandalism, and property damage are prohibited. Unauthorized use of services and materials, and disposition of property to another under the pretense that it is one's own, are forms of theft. Sanctions will include restitution or replacement and may also include disciplinary sanctions. When such theft or damage constitutes a criminal offense, it will ordinarily be reported to law enforcement authorities.

Please refer to the [General Conduct Policy](#) or [Student Policies](#) for the complete policy.

Student Grievance Procedures

Any student may file a grievance through internal Middlebury Institute Online processes. While submitting a grievance through internal processes is encouraged, it is not required and students may contact the Bureau for Private Postsecondary Education by calling 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web Site at www.bppe.ca.gov.

Non-Discrimination and Anti-Harassment Policies:

The Middlebury Institute Online falls under the jurisdiction of Middlebury College policy with regard to compliance with any and all federal and state laws that prohibit discrimination. Please see the [Middlebury Nondiscrimination Statement](#) and the [Middlebury Non-Discrimination Investigations & Resolutions Procedure](#) for further details.

Health Insurance Requirement

Any student enrolled in six or more credit hours during the fall and spring terms or four or more credit hours during the summer term and, **is enrolled in in-person/on-campus classes**, is required to have health insurance.

We understand that securing health insurance may be a challenge for some students pursuing their degree solely online, however, for your personal health and well-being, we strongly encourage you to have insurance coverage.

Students may enroll in any health plan they choose, including maintaining existing coverage they have when starting at the Institute. When choosing a plan, make sure that it includes healthcare coverage and providers, including hospitals and walk-in clinics, in the Monterey area.

Visit our [health insurance web pages](#) for more information.

HOUSING INFORMATION

As a student at the Middlebury Institute Online, you have choices when it comes to your housing. All students are responsible for finding and securing their own housing. Your housing needs will depend on the length of your program and your personal living preferences. The Middlebury Institute Online does not offer any housing placement services. Ultimately, it is your responsibility to secure your own housing.

Resources and Referral Information:

- Student Services has previously referred students with landlord/tenant issues to [clinics offered by the Monterey College of Law](#) or call for an appointment @ 831-582-3600. They also have a Monterey County Bar Association Lawyer Referral Service @ 831-582-5400, that offers 30-minute consultations at a reasonable rate.

FINANCING YOUR EDUCATION

Eligibility For Financial Aid

To receive financial assistance under Title IV Federal funding programs while attending the Middlebury Institute Online, you must meet ALL of the following requirements:

- Be a citizen, permanent resident or eligible non-citizen (those covered by political asylum, and some pacific islanders, etc.)
- Not be in default on a previous student loan or been overpaid federal grants (in some instances, eligibility may be reinstated once overpayment issues have been resolved)
- Be admitted to a degree-seeking program at the Middlebury Institute.
- Be enrolled at least half-time as defined by your program of study.
- Have a valid Social Security Number.
- Maintain satisfactory academic progress.

How To Apply For Financial Aid

U.S. Citizens and Permanent Residents

1. Complete the Free Application for Federal Student Aid (FAFSA)
 - The Middlebury Institute participates in the federal financial aid program. The basic application used to apply for financial aid at any school in the nation is called the Free Application for Federal Student Aid, (FAFSA). This application is used to apply for federal sources of financial aid. You can complete the FAFSA by going to studentaid.gov. Be sure to include the Middlebury Institute of International Studies' Title IV School Code which is 001241.
2. Provide any Further Documentation Requested
 - You may be asked to submit additional documents such as a tax transcript, or verification of citizenship status. Additional information may be required by the federal government before we can issue an offer letter to you. If any of these documents are required of you, you will receive an email from the Office of Student Financial Services requesting such documentation, so be sure to check the email address that you reported on your FAFSA form regularly. This will be our main form of communication with you as we complete your financial aid file.
3. Reviewing and accepting your award
 - Within 2-3 weeks of completing your financial aid file, if you have been admitted to the Middlebury Institute, we will email an offer letter to the address you provided on your FAFSA. Review your offer letter carefully. This offer will outline the aid for which you are eligible. Follow the instructions accompanying your award letter to determine the next steps to accept your aid.
4. Complete a Master Promissory Note (MPN)
 - The Direct Loan MPN and the Graduate PLUS Loan MPN can be completed online by going to www.studentaid.gov
5. Entrance Counseling
 - If this is your first time borrowing federal loans, you are required to complete an entrance interview before any funds can be disbursed on your behalf. This entrance interview will familiarize you with the loan and repayment process. Please go to www.studentaid.gov to complete the entrance interview and quiz. Your federal loan will not be disbursed until you have completed this interview.
6. Funds Arrive
 - If you have completed all of these steps by their respective deadlines, and you have registered for the number of credits you have been packaged for, your financial aid will

be released to the Middlebury Institute on your behalf. Upon receipt of the loan funds, we will credit your Middlebury Institute student account.

The earlier you complete the steps outlined above, the earlier your funds will be available to you. However, please note that no funds can be disbursed to you prior to the first official day of classes. If the amount of financial aid you have been awarded exceeds your student charges, a refund check will be issued to you sometime in the first two weeks of classes for your living expenses. Disbursements are made within the first two weeks after the first day each semester. If the total aid you are receiving does not cover your tuition and fees, you will be sent an invoice along with instructions for how to make your payment online. Payment of tuition and fees is required by 4:00 p.m. on the first day of each semester.

Non-Degree Students

In order to be considered eligible for federal financial aid, you need to be enrolled at least half time in a degree-seeking program.

If you will not be pursuing a degree program through the Middlebury Institute Online, you do not qualify for federal financial aid. However, you may be eligible to borrow a private educational loan.

In order to apply for a private loan for a certificate only program, you do not need to fill out the FAFSA; however, there is an internal financial aid application that we require in order to determine your eligibility for private loan funds. Please contact the Office of Student Financial Services to receive this application.

Private loans are credit-based loans, so while you may be eligible to apply, it does not guarantee that you will receive those funds. A lender may choose to decline your loan because of unsatisfactory credit.

How We Determine Financial Aid Eligibility

The Middlebury Institute Online uses the Federal Needs Analysis Formula to determine your financial aid eligibility. If you will be a graduate student, you are considered to be an independent student, meaning that your parent's income will not be considered in determining your financial need.

Student Aid Index (SAI)

The Federal Government determines your SAI and it is based on the financial information you provide on your FAFSA. The government takes into consideration your income (and your spouse's income if you are married) from the previous year, any assets or investments you own, the size of your household, and the amount of taxes you paid in the previous year.

Cost of Attendance

The Middlebury Institute Online's Cost of Attendance (COA) consists of tuition plus an estimated living expense budget created by the Office of Student Financial Services. You should prepare your own estimated budget for the period of time for which financial aid is requested. Expenses will vary with the circumstances surrounding your individual needs. The student budget is our estimate of what is needed for a single student to live modestly, but adequately, for one academic year with a roommate. Our budget does not take into consideration all of the situations in which you might find yourself, and it cannot include prior consumer debt that you may have (i.e. credit card debt and/or car payments), or the living expenses for a spouse and/or dependents. Our budget presumes mature consumer choices on your part. Sharing an apartment with other students or walking or biking to school are ways to cut expenses and therefore reduce your overall debt. The budget is reviewed annually to reflect changes in housing-related costs in this area. Additionally, we survey our students every other year to determine what their expenses

are to live on the Monterey Peninsula.

Types Of Aid Awarded By The Office Of Student Financial Services

Veteran's Benefits

Students who are veterans of military services may be eligible for Veterans' Benefits. Application for benefits should be made at least 30 days in advance of the start of the academic term. Other educational benefits are extended to dependents of veterans and for the vocational rehabilitation of veterans. Once enrolled, recipients must request that the Student Financial Services Office verify their enrollment with the Department of Veterans Affairs before benefits will begin.

Prior Credit: this institution will evaluate previous education and training, grant credit where appropriate, reduce the length of the program proportionately, and notify the student appropriately.

If the grade point average of a student receiving VA benefits falls below 3.0, he/she will be placed on probation for a maximum of 2 terms. If at the end of the maximum probation period the student's grade average is still below 3.0, their VA benefits will be discontinued.

The Middlebury Institute proudly participates in the Yellow Ribbon Program. Visit our [Yellow Ribbon Program page](#) for more information:

Work Study

Institute Work Study

Institute work study is a work program for students who are not on federal financial aid, or who have not been awarded federal work study. International students may work on campus under the Institute Work Study Program. Full-time students may work up to 20 hours per week. No FAFSA is required for participation in the Institute Work Study Program.

Loans

If you obtain a loan to pay for your educational program, you are responsible for repaying the full amount, plus interest, less the amount refunded to your lender on your behalf. Further, if you have received federal student financial aid funds, you are entitled to a refund of the monies not paid towards your tuition from the federal student aid program funds

Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan is a non-need based loan. The federal government does not pay interest for you while you are in school. You may choose to make interest payments while in school, or have them deferred until you begin repayment. The principal balance of your loan is deferred while you are enrolled at least half-time and during the six month grace period. Interest is normally capitalized when entering repayment, thus avoiding the accumulation of compound interest while you are enrolled. Regular loan payments begin six months after you cease to be enrolled at least half-time. The maximum any student may receive in Federal Direct Unsubsidized Loans is \$20,500.

Graduate Plus Loans

The Federal Graduate PLUS Loan is a non-need based loan. The federal government does not pay interest for you while you are in school. You may choose to make interest payments while in school, or have them deferred until you begin repayment. The principal balance of your loan is deferred while you are enrolled at least half-time, however, there is no grace period for the Graduate PLUS loan, so you will enter repayment immediately upon graduation or dropping below half time although you have the option to

defer the start of repayment for six months. Interest is normally capitalized when entering repayment, thus avoiding the accumulation of compound interest while you are enrolled. There is no aggregate loan limit; however, your eligibility for this loan is dependent upon your cost of attendance as certified by the Office of Student Financial Services. Because the Graduate Plus loan was eliminated effective July 1, 2026, only students who borrowed a Federal Student Loan by June 30, 2026 will be eligible to receive a Graduate Plus loan for the 2026-2027 academic year.

Private Alternative Loans

Private Alternative Loans can help you pay student-related expenses that may not be covered by federal loan programs or other financial aid. These loans are one source of additional funds to close the gap between your financial aid resources and college costs.

Although you do not need to apply for federal, state or institutional financial aid before applying for a private alternative loan, you should. Private alternative loans do not have as favorable loan repayment options as the Federal loan programs.

Private alternative loan programs are a good option for the following students

- Certificate or non-degree students who are not also enrolling in a degree-seeking program
- International students

You are encouraged to borrow only the amount necessary to cover that portion of your educational expenses that cannot be covered by other means. You cannot borrow more than the Cost of Attendance, as determined by the Office of Student Financial Services. We will work with you to determine the student budget amount for your proposed term of study. The cost of education includes: tuition and fees, housing expenses, books and supplies, transportation costs, personal expenses, and health insurance premiums where applicable.

External Scholarships

Many organizations offer funding for graduate school and [this list of resources](#) has been helpful to students in the past. Please note that we do not work directly with these organizations and cannot guarantee their services. We encourage you to look for other resources as well.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teachout plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.” Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, 94924 and 94925, Education Code.

Higher Education Act Disclosures

On July 31 2008, Congress completed reauthorization of the Higher Education Act (HEA) by passing the Higher Education Opportunity Act and the President signed the bill into law on August 14, 2008. A web page has been created to fulfill the Institute’s compliance with the disclosure requirements to provide specified information to all students, parents, counselors, researchers, and legislators to make informed decisions about postsecondary education at the Institute. This web page provides a single access point to the disclosure requirements and links to pages that contain the required information. For more information or for paper copies of any of the disclosures listed below, please contact the Institute Office of Student Financial Services at (831) 647-4119, or via email at miisfinaid@middlebury.edu .

You can view all of the Higher Education Act Disclosures on our website at <https://www.middlebury.edu/institute/admissions/financial-aid/disclosures>

CAREERS

Career Advising

The Center for Advising and Career Services (CACS) offers career advising to all Institute students through a combination of individual coaching, career management classes, professional resources, and employer connections. The Middlebury Institute Online does not provide career placement; rather CACS partners with students from the very beginning of their studies to create customized action plans to advance students' personalized career goals.

Students have a dedicated career advisor with subject matter expertise in their program* as well as access to a team of advisors to support their success. CACS prepares students to navigate their lifelong career path beyond the first job at graduation. Advisors can support students' skills development, career exploration, and professional opportunities aligned with their interests, languages, experiences, and long-term goals.

**TESOL career advising is led by faculty within the program but students in these programs are also welcome to take advantage of CACS resources.*

Standard Occupational Classification

Graduates of the Middlebury Institute of International Studies at Monterey are generally employed in the following United States Department of Labor's Standard Occupational Classification codes. Note that this is not an all-inclusive listing.

- 41-3011 Advertising Account Executives
- 27-3043 Advertising Copy Writers
- 11-2011 Advertising Directors
- 27-3041 Advertising Editors
- 11-2011 Advertising Executives
- 11-2011 Advertising Managers
- 41-3010 Advertising Sales Agents
- 41-3011 Advertising Sales Agents
- 11-2010 Advertising and Promotions Managers
- 11-2011 Advertising and Promotions Managers
- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 41-3011 Account Executives, Advertising
- 13-2011 Accountants
- 13-2010 Accountants and Auditors
- 13-2011 Accountants and Auditors
- 13-2011 Accountants, Certified Public
- 13-2031 Analysts, Budget

- 13-1111 Analysts, Business Management
- 13-2051 Analysts, Corporate Financial
- 19-3011 Analysts, Economic Research
- 13-2051 Analysts, Financial
- 15-1122 Analysts, Information Security
- 13-1161 Analysts, Market Research
- 15-1122 Analysts, Network Security
- 15-2031 Analysts, Operations
- 15-2031 Analysts, Operations Research
- 13-2030 Budget Analysts
- 13-2031 Budget Analysts
- 13-2031 Budget Examiners
- 13-2031 Budget Officers
- 13-1111 Business Management Analysts
- 13-1000 Business Operations Specialists
- 13-1199 Business Operations Specialists, All Other
- 13-1190 Business Operations Specialists, Miscellaneous
- 13-1111 Business Process Consultants
- 41-3099 Business Services Sales Representatives
- 13-0000 Business and Financial Operations Occupations
- 25-1124 Chinese Language Professors
- 19-2021 Climatologists
- 13-1111 Consultants, Business Process
- 25-9031 Consultants, Educational
- 13-1075 Consultants, Labor Relations
- 13-1111 Consultants, Management
- 13-1161 Consultants, Marketing
- 19-3094 Consultants, Political
- 11-3131 Development Managers
- 13-1151 Development Specialists
- 27-3091 Diplomatic Interpreters
- 19-1032 Ecologists, Forest

- 19-1031 Ecologists, Range
- 19-3011 Economic Research Analysts
- 19-4061 Economic Research Assistants
- 19-3010 Economists
- 19-3011 Economists
- 19-3011 Economists, Environmental
- 11-9030 Education Administrators
- 11-9039 Education Administrators, All Other
- 11-9032 Education Administrators, Elementary School
- 11-9032 Education Administrators, Elementary and Secondary School
- 11-9033 Education Administrators, Postsecondary
- 11-9032 Education Administrators, Secondary School
- 25-1081 Education Teachers, Postsecondary
- 25-9031 Educational Consultants
- 21-1012 Educational Counselors
- 11-9032 Elementary School Education Administrators
- 11-9032 Elementary School Principals
- 25-2021 Elementary School Teachers, Except Special Education
- 25-2020 Elementary and Middle School Teachers
- 13-1041 Environmental Compliance Inspectors
- 19-3011 Environmental Economists
- 17-3025 Environmental Engineering Technicians
- 17-2080 Environmental Engineers
- 17-2081 Environmental Engineers
- 19-1032 Environmental Protection Foresters
- 29-9011 Environmental Protection Officers
- 19-4091 Environmental Protection Technicians, Including Health
- 17-3025 Environmental Remediation Engineering Technicians
- 17-2081 Environmental Remediation Engineers
- 19-4091 Environmental Science Technicians, Including Health
- 19-4091 Environmental Science and Protection Technicians, Including Health
- 25-1053 Environmental Science, Management, and Policy Professors

- 19-2040 Environmental Scientists and Geoscientists
- 19-2041 Environmental Scientists and Specialists, Including Health
- 19-2041 Environmental Scientists, Including Health
- 19-2041 Environmental Specialists, Including Health
- 25-1053 Environmental Studies Professors
- 13-2051 Financial Analysts
- 13-2050 Financial Analysts and Advisors
- 13-2071 Financial Assistance Advisors
- 43-3000 Financial Clerks
- 43-3099 Financial Clerks, All Other
- 43-3090 Financial Clerks, Miscellaneous
- 13-2061 Financial Compliance Examiners
- 11-3031 Financial Directors
- 13-2060 Financial Examiners
- 13-2061 Financial Examiners
- 11-3030 Financial Managers
- 11-3031 Financial Managers
- 13-2000 Financial Specialists
- 13-2099 Financial Specialists, All Other
- 13-2090 Financial Specialists, Miscellaneous
- 19-1012 Food Safety Scientists
- 25-1124 Foreign Language Teachers, Postsecondary
- 25-1124 Foreign Language and Literature Teachers, Postsecondary
- 25-2031 High School English Teachers
- 25-2031 High School French Teachers
- 11-9032 Elementary School Education Administrators
- 11-9032 Elementary School Principals
- 25-2021 Elementary School Teachers, Except Special Education
- 25-2020 Elementary and Middle School Teachers
- 19-1032 Forest Ecologists
- 19-1032 Foresters, Environmental Protection
- 13-1130 Fundraisers

- 13-1131 Fundraisers
- 13-1131 Fundraisers, Campaign
- 11-2031 Fundraising Directors
- 11-2031 Fundraising Managers
- 13-1131 Fundraising Officers
- 19-3094 Government Affairs Specialists
- 19-2041 Health Environmentalists
- 25-2031 High School English Teachers
- 25-2031 High School French Teachers
- 11-3120 Human Resources Managers
- 11-3121 Human Resources Managers
- 13-1071 Human Resources Specialists
- 13-1070 Human Resources Workers
- 21-1093 Human Service Assistants
- 13-1111 Industrial Analysts
- 19-3011 Industrial Economists
- 15-1122 Information Security Analysts
- 15-1121 Information Systems Analysts
- 11-3021 Information Systems Managers
- 11-3021 Information Technology Systems Directors
- 13-2053 Insurance Analysts
- 13-2053 Insurance Underwriters
- 27-3091 Interpreters
- 27-3091 Interpreters and Translators
- 27-3091 Interpreters, American Sign Language
- 27-3091 Interpreters, Court
- 27-3091 Interpreters, Diplomatic
- 41-3031 Investment Bankers
- 13-1110 Management Analysts
- 13-1111 Management Analysts
- 13-1111 Management Consultants
- 11-3021 Management Information Systems Directors

- 19-4051 Nuclear Monitoring Technicians
- 19-3051 Planners, City
- 19-3051 Planners, Community Development
- 13-1121 Planners, Conference
- 13-1121 Planners, Convention
- 13-1121 Planners, Corporate Meeting
- 13-2052 Planners, Estate
- 13-1121 Planners, Event
- 13-1081 Planners, Logistics
- 13-1121 Planners, Meeting
- 19-3051 Planners, Regional
- 19-3051 Planners, Urban
- 43-5061 Planning Clerks
- 19-3094 Political Consultants
- 19-3092 Political Geographers
- 19-3094 Political Research Scientists
- 25-1065 Political Science Teachers, Postsecondary
- 19-3094 Political Scientists
- 11-2031 Public Relations Managers
- 27-3030 Public Relations Specialists
- 27-3031 Public Relations Specialists
- 11-2030 Public Relations and Fundraising Managers
- 11-2031 Public Relations and Fundraising Managers
- 25-1124 Russian Language Professors
- 27-3091 Translators
- 15-1134 Web Designers
- 15-1134 Web Developers

CAMPUS DIRECTORY

DEPARTMENT	PHONE	EMAIL
General Information	831-647-4100	miis@middlebury.edu
Admissions Office	831-647-4123	miisadmissions@middlebury.edu
Institute Board of Advisors	831-647-3513	VPMIIS@middlebury.edu
Safety/Security	831-647-4153	security@miis.edu
<u>Academic Programs</u>		
Vice President for Academic Affairs and Dean of the Institute Jeff Dayton-Johnson	831-647-3513	vpmiis@middlebury.edu
Dean of Middlebury Institute Online Patricia Szasz	831-647-3501	online@middlebury.edu
Associate Dean of Academic Operations Toni M. Thomas	831-647-4193	tmthomas@middlebury.edu
<u>Administrative Departments</u>		
Advancement Dan Courcey, VP for Advancement	802-443-5150	give@middlebury.edu
Alumni Relations	831-647-3551	alumni@miis.edu
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Center for Advising and Career Services Gael Meraud, Associate Dean of Career and Academic Advising	831-647-4127	careers@middlebury.edu
Communications Julia Ferrante, Vice President for Communications and Chief Marketing Officer	802-443-5000	jferrante@middlebury.edu
Executive and Custom Programs Alicia Brent, Senior Director	831-647-4115	executiveprograms@middlebury.edu
Human Resources Meili Chen, HR Business Partner	831-647-6404	hirmiis@middlebury.edu

Information Technology Services	831-647-6656	helpdesk@miis.edu
Library Joelle Mellon, Acting Director	831-647-4135	library@middlebury.edu
Registrar - Records Office Kerrin Hoff, Associate Registrar	831-647-4121	records@middlebury.edu
Student Financial Services Regina Garner, Director	831-647-4119	miisfinaid@middlebury.edu
Student Recruiting Muchadei Zvoma, Senior Director of Global Enrollment and Marketing	831-647-6571	miisadmissions@middlebury.edu
Student Services and Housing Ashley Arrocha, Associate Dean of Student Services	831-647-4128	student.services@middlebury.edu

The mailing address for all departments at the Middlebury Institute Online is:
460 Pierce Street, Monterey, CA 93940 U.S.A.

Office hours for the above are Monday–Friday, 8:30 am to 5:00 pm Pacific Time. The Library and the Security offices are exceptions. Security is available 24 hours per day 7 days per week. Please contact the Library for their specific hours of operation, as they are subject to change each semester.

The most current and detailed information about the Middlebury Institute of International Studies can be found at <https://www.middlebury.edu/institute>.

STUDENT LIFE INFORMATION

Several offices provide on-site and online student life resources, led by the Office of Student Services:

- New student orientation: Prior to enrollment, incoming students are provided with checklists and technology activation information, as well as a self-guided and self-paced online course to help get them started at the Middlebury Institute. Residential students also attend a week of activities with opportunities to focus on career-readiness and maximizing time at the Institute to achieve professional goals. This is mandatory for all new students.
- International students: Resources for international students are highlighted earlier in this catalog under [International Student Information](#) in the Admission section.
- Veterans: The Middlebury Institute values the contributions of veterans and their dependents to our campus community and provides advising, support, and resources.
- Families: Information for parents to help them find the right school, child care, pediatrician, and fun activities for their family.
- Health and wellness: 24/7 access to urgent and non-urgent medical and mental health care is provided. We also provide students with emergency contact information, health insurance guides, disability services, and access to a fitness and wellness space for wellness activities.
- Student Advocacy Council: The Student Advocacy Council meets regularly to foster a multicultural environment conducive to meeting the needs of our community. The council serves as the governing body for all students enrolled at the Institute and acts as a voice and advocate for the student body in communication with faculty and staff. The council is composed of four elected representatives, as well as appointed positions that represent the different programs and offices on campus.
- Student clubs and organizations: Students can start or continue clubs/organizations in any social or professional interest area. Clubs/organizations host events, invite speakers/trainers, and provide relevant information/guides to the community.
- Student discounts: Students with valid Middlebury Institute IDs can find all kinds of community discounts throughout Monterey County and reserve, check out, and/or purchase equipment and passes at the Office of Student Services.
- Policies: The Middlebury Institute maintains several student policies and procedures to help promote and maintain a campus environment that is safe and inclusive, and where we treat one another with respect. Policies on student rights, including the procedure for addressing student grievances: [Policy and Standards Manual](#), Section A.6. and at go.miis.edu/studentpolicies
- Democracy initiatives: The Office of Student Services' mobilizes the Institute community to be active participants in our democracy. Nonpartisan resources are shared on a webpage about ways to engage in civic life, from voting to campaign involvement and activism.
- Questions: all questions pertaining to student life can be sent to

Office of Student Services
McCone Building
499 Pierce Street
Monterey, CA 93940
831-647-4128
student.services@middlebury.edu

APPENDIX A – FACULTY

Faculty in Middlebury Institute Online

Cybersecurity

Cagil Albayrak, Program Director

- PhD candidate (ABD) in Political Science, University of Kansas
- MA in Political Science, University of Kansas
- BSci in Systems Engineering, Army War College (TUR)

David Adkins

- PhD in Information Science, State University of New York - Albany
- MBA (IT and Finance), State University of New York - Albany
- BSci in Telecommunications, Syracuse University

Fatih Celenay

- MA in Nonproliferation and Terrorism Studies (Cybersecurity and Financial Crime Compliance), Middlebury Institute of International Studies
- Graduate Studies in Defense Analysis, U.S. Naval Postgraduate School
- BS in System Engineering, Army War College (TUR)

Amy Chang

- MPP in Public Policy, Harvard University John F. Kennedy School of Government
- A.B. (Honors) in International Relations, Brown University

Jenelle Davis

- MS in Computer Science, George Washington University
- BBA in Computer Information Systems, Georgia State University

Danielle Jablanski

- MA International Security, Middle East Geopolitics and Arabic, University of Denver
- BA Political Science & Multicultural Studies, University of Missouri, Columbia

Ebelechukwu Nwafor

- PhD in Computer Science, Howard University
- MS in Computer Science, Norfolk State University
- BA in Computer and Information Science, Cheyney University

Christopher Whyte

- PhD in Political Science, Schar School of Policy & Government, George Mason University
- MA in Political Science, Schar School of Policy & Government, George Mason University
- BA in International Relations, BA in Economics, The College of William & Mary

Intercultural Competence

Netta Avineri

- PhD in Applied Linguistics, University of California – Los Angeles
- MA in Applied Linguistics/TESL, University of California – Los Angeles
- BA in Anthropology, University of California – Los Angeles

International Education Management

David Wick, Program Director

- EdD, in Educational Leadership, San Francisco State University
- MSE, in Educational Theory and Practice, Arkansas State University
- BA, in French, German, and Dance, Macalester College

Hussainatu Blake

- JD, Atlanta's John Marshall Law School
- MA, International Policy Studies, Middlebury Institute of International Studies
- BA, International Relations & German, Tufts University

Anne C. Campbell

- PhD in Comparative and International Education, University of Minnesota
- MA in Critical Theory and Cultural Studies, University of Nottingham (UK)
- BS in History and Interdisciplinary Studies, Iowa State University

Daniel Chatham

- EdD, Global Education, University of Southern California
- MBA, Business Administration, Temple University, Pennsylvania
- BBA, Finance, Temple University, Pennsylvania

Melissa Golden

- MA International Education Management, Middlebury Institute of International Studies
- BA History, Linfield University

Cornelia Janke

- MPA in International Education and Evaluation, Middlebury Institute of International Studies at Monterey
- MA in German Language and Literature, Duke University
- BA in History and Comparative Literature, Duke University

Ximena Ospina

- EdD in Educational Leadership, California State University, Sacramento
- MPA & MA in International Education Management, Middlebury Institute of International Studies at Monterey
- BS in Business Administration, California State University, Chico

Katherine Puntene

- EdD Educational Leadership, California State University, Sacramento
- MA International Education, SIT Graduate Institute
- BA Communication and Asian Studies, University of Puget Sound

Localization Project Management

Adam Wooten, Program Director

- MBA International Management, Monterey Institute of International Studies
- MA Translation, Monterey Institute of International Studies
- BA Spanish Translation, Brigham Young University

Colleen Feng

- MS in Information Technology, Middlebury Institute of International Studies
- MA in Linguistics, University of Illinois at Urbana-Champaign

Shivali Goel

- M.S. in Computer Science (NLP Specialization), Columbia University
- B.Tech in Information Technology, Delhi Technological University

Eva Klaudinyova

- MA in Foreign Language Teaching (English, German), Constantine the Philosopher University, Slovakia
- MA in Translation (German), Monterey Institute of International Studies, CA

Yelena Proskurin

- MA Translation and Localization Management, Monterey Institute of International Studies
- BA Slavic Languages and Literature, University of California, Berkeley
- BA Rhetoric, University of California, Berkeley

Harry Teng, MATLM

- MATI, Monterey Institute of International Studies
- BA, Physics/ Philosophy, Middlebury College

Max Troyer

- MA French Translation, Monterey Institute of International Studies
- BA French and Computer Science, Indiana University

Organizational Leadership**Cassandra Caldwell, Program Director**

- PhD in Human and Community Resource Development, The Ohio State University
- MPA in Public Administration, North Carolina Central University
- BA in Speech Communication, University of North Carolina at Chapel Hill

Mahabat Baimyrzaeva

- PhD in Public Administration, University of Southern California
- MPA, University of Hawaii
- Undergraduate Degree in International Law, International University of Kyrgyzstan

Daniel Chatham

- EdD, Global Education, University of Southern California
- MBA, Business Administration, Temple University, Pennsylvania
- BBA, Finance, Temple University, Pennsylvania

Sara Cureton

- PhD in Psychology with Emphasis in Media Psychology, Fielding Graduate University
- MA in Communication & Leadership Studies, Gonzaga University
- MBA, Western Governors University
- MEd in Learning & Technology, Western Governors University
- BA in Journalism & Media Studies, University of Nevada, Las Vegas

Linda Ellington

- EdD in Educational Leadership, Florida Atlantic University
- MA in Human Resource Development, Palm Beach Atlantic University
- BS in Organizational Development, Palm Beach Atlantic University

Justina Glasker

- EdD in Organizational Leadership, Grand Canyon University
- MA in Human Resource Management, Keller Graduate School of Management of DeVry University
- BS in Mass Communications, University of Utah

Brant Pearson

- PhD in Organizational Development and Leadership, University of Arizona
- MBA in Management, Ferris State University
- BS in Healthcare Systems Administration, Ferris State University

MPA in Sustainability**Mahabat Baimyrzaeva, Program Director**

- PhD in Public Administration, University of Southern California
- MPA, University of Hawaii
- Undergraduate Degree in International Law, International University of Kyrgyzstan

Chris Calwell

- BA, Environmental Studies, Trinity University
- MA, Energy and Resources, University of California at Berkeley

Erin Lannon

- MA, International Environmental Policy, Middlebury Institute of International Studies at Monterey
- BA, Environmental Studies, San Diego State University

Megan Mayhew-Bergman

- MS, Liberal Studies, Duke University
- MFA, Bennington College
- BA, Anthropology, Wake Forest University

Megan McKenna

- PhD in Biological Oceanography from Scripps Institution of Oceanography, University of California San Diego
- MS in Evolutionary Biology from San Diego State University
- BA in Biology and Environmental Studies from Wittenberg University

Philip Murphy

- PhD, University of Pittsburgh
- MA, East Tennessee State University
- BS, Appalachian State University

Scott Pulizzi

- PhD Political Sociology, University of the Witwatersrand

- MA International Policy, Monterey Institute of International Studies
- BA International Relations, Seton Hall University

Gireesh Shrimali

- PhD in Electrical Engineering, Stanford University, 2007
- MS in Electrical Engineering, University of Minnesota, 1993
- BTech, Electrical Engineering, IIT Delhi, 1991

Carolyn Taylor Meyer

- PhD, Organizational Development and Change, Fielding Graduate University
- MA, Organizational Development and Change with a focus on experiential and transformative education, adult development, and higher education management, Fielding Graduate University
- MA, International Policy Studies with a specialization in international negotiation and conflict resolution, Middlebury Institute of International Studies
- BA, Journalism, International Relations, and Spanish, Butler University

Jessica Thurston

- MS, Sustainability Management, Columbia University
- BA, Urban Design and Professional Writing, Carnegie Mellon University

TESOL

Renée Jourdenais, Program Director

- PhD, Applied Linguistics, Georgetown University
- MA, French Literature, University of Florida
- BA, French, Tufts University

Gabriel Guillén

- PhD, Spanish Linguistics & Second Language Acquisition, University of California, Davis
- MA, Applied Linguistics, Antonio de Nebrija University, Spain

Jason Martel

- PhD, Second Languages and Cultures Education, University of Minnesota
- MA, French, Middlebury College
- BMus, Viola Performance, Boston University

APPENDIX B – COURSE DESCRIPTIONS

This catalog contains course descriptions as of the date of publication and should be used only as an informational guide. The Institute reserves the right to alter or amend at any time, without notice, the offerings and/or descriptions contained in the catalog.

Cybersecurity

CYBR 8501 Cybersecurity Principles

3 Credits

What are the foundational principles that safeguard our digital world? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with the fundamental concepts of cybersecurity, including confidentiality, integrity, availability, and risk management. Activities will include engaging readings, video lectures, discussion boards with peers, and practical case studies that highlight real-world applications of cybersecurity principles. By the end of the course, you will be able to analyze and apply core cybersecurity principles to real-world scenarios in order to understand and assess risks in various digital environments. You will demonstrate your learning by completing a capstone project, where you'll explore a specific topic within cybersecurity and present your research.

CYBR 8505 Cyber Policy and Emerging Threats

3 credits

What role do global policies and strategies play in shaping cybersecurity on an international scale? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with the development and implementation of global cybersecurity policies and strategies. You'll examine the geopolitical landscape, international regulations, and the role of diplomacy in addressing cyber threats across borders. Activities will include thought-provoking readings and reports from think-tanks and academia, video panels of global experts, analysis of international case studies, and discussion boards that foster debate on the complexities of emerging global cyber governance.

By the end of the course, you will be able to critically evaluate and influence the creation of cybersecurity policies and strategies that address the global nature of cyber threats, while balancing national interests and international cooperation. You will demonstrate your learning by completing a policy analysis paper, where you'll assess the effectiveness of a current international cybersecurity policy and propose strategic recommendations for improvement.

Core course: Those studying toward the online MA in Cybersecurity will need to complete this course in addition to the other seven core courses before enrolling in the 3 track courses and 1 capstone.

CYBR 8520 Cryptography and Data Privacy

3 Credits

How do cryptography and data privacy shape the security of our digital information? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with the principles of cryptography and the strategies for ensuring data privacy. You'll learn about data privacy compliance, solutions, transport and storage encryption, gaining insights into best practices to protect sensitive information in today's digital landscape. Activities will include in-depth readings, IPsec, File System Encryption, Enterprise Encryption Policy and many more labs and problem-solving exercises, and discussion boards where you can analyze and debate the latest trends in cryptography and data privacy. By the end of the course, you will be able to implement cryptographic solutions and develop privacy frameworks to protect data across various platforms and environments. You will demonstrate your learning by completing a final project that involves designing and justifying a cryptographic and data privacy plan for a hypothetical organization, ensuring the protection of its most critical assets. Those studying toward the online MS in Cybersecurity will need to complete this course in addition to the other core courses before enrolling in the track courses and final practicum course.

CYBR 8530 Network Security

3 Credits

How secure is your network, and are you prepared to defend it against evolving threats? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with protecting and securing network infrastructures. You'll delve into topics like firewalls, intrusion detection systems, and VPNs, gaining a deep understanding of how to defend against internal and external network threats. Activities will include comprehensive readings, video tutorials, interactive labs, and discussion boards where you can share insights and strategies with peers. By the end of the course, you will be able to design, implement, and manage robust network security solutions that effectively mitigate risks and ensure the integrity of network communications. You will demonstrate your learning by completing a network security audit, where you'll assess the security posture of a network and propose enhancements to protect against potential vulnerabilities.

CYBR 8540**Defending Critical Infrastructure and Resilience****3 Credits**

How prepared are we to protect our most vital systems from cyber threats? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with defending critical infrastructure and enhancing resilience against cyber attacks. You'll delve into the unique challenges of securing essential services like energy, transportation, and healthcare, and learn strategies to build resilience in the face of disruptions. Activities will include targeted readings, expert-led video lectures, case studies on real-world incidents, and discussion boards that encourage collaboration on best practices for infrastructure defense. By the end of the course, you will be able to assess the vulnerabilities of critical infrastructure systems and develop comprehensive defense strategies that prioritize resilience and continuity. You will demonstrate your learning by completing a threat analysis and response plan, where you'll evaluate a critical infrastructure sector and propose measures to enhance its security and resilience against cyber threats.

CYBR 8541**Cyber-Physical Defense****3 credits**

How can organizations defend their industrial control systems and operational technology from cyber-physical threats? In this fully asynchronous, 7-week course, you will explore the unique world of operational technology (OT) — the hardware, software, and networks that run critical infrastructure from manufacturing lines to power grids. You'll gain foundational knowledge of OT terminology, architectures, and components (PLCs, SCADA, historians, sensors/actuators), then dive into the protocols, network designs, and segmentation strategies that keep these environments running—and secure. Along the way, you'll study real-world attack patterns (Stuxnet, Ukraine grid intrusions), learn to apply MITRE ATT&CK for ICS, and navigate the regulatory and compliance frameworks that govern the electric sector and other process-driven industries

CYBR 8513**Cyber Warfare****3 credits**

Are you prepared to face the next generation of cyber threats? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with identifying and defending against emerging cyber threats and understanding the dynamics of cyber warfare. You'll examine advanced persistent threats (APTs), state-sponsored attacks, and the latest trends in cyber weaponry, gaining insights into how these threats evolve and how to counter them effectively. Activities will include cutting-edge readings, video briefings on recent cyber warfare incidents, scenario-based exercises, and discussion boards that foster critical analysis of emerging threats and their implications for global security. By the end of the course, you will be able to assess the impact of emerging cyber threats, develop strategies to counteract sophisticated attacks, and understand the geopolitical factors that influence cyber warfare. You will demonstrate your learning by completing a strategic analysis report, where you'll evaluate a recent case of cyber warfare, assess its broader implications, and propose strategies for mitigating future threats.

Core course: Those studying toward the online MA in Cybersecurity will need to complete this course in addition to the other seven core courses before enrolling in the 3 track courses and 1 capstone.

CYBR 8542**Cybercrime, Risk and Compliance****3 credits**

How can organizations effectively manage cybercrime risks while ensuring compliance with regulations? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with understanding cybercrime, managing associated risks, and ensuring compliance with relevant regulations and standards. You'll investigate various types of cybercrime, risk management frameworks, and compliance requirements that impact organizational security.

Activities will include detailed readings, video lectures on regulatory standards, risk assessment exercises, and discussion boards that facilitate collaborative analysis of compliance challenges and risk management strategies. By the end of the course, you will be able to identify and assess cybercrime risks, implement effective risk management practices, and ensure adherence to cybersecurity regulations and standards. You will demonstrate your learning by completing a risk and compliance assessment project, where you'll evaluate an organization's cybersecurity practices against regulatory requirements and propose measures to address any gaps.

Core course: Those studying toward the online MA in Cybersecurity will need to complete this course in addition to the other seven core courses before enrolling in the 3 track courses and 1 capstone.

CYBR 8610**Security Technology Labs****3 credits**

How can hands-on experience with security technologies enhance your cybersecurity skills?

In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with using and managing a variety of security technologies through practical, lab-based exercises. You'll gain hands-on experience with tools such as firewalls, intrusion detection systems, and vulnerability scanners, and learn how to apply these technologies in real-world scenarios. Activities will include interactive lab exercises, guided tutorials, and video demonstrations that provide practical experience with security technologies. Discussion boards will allow you to reflect on your lab experiences and share insights with peers. By the end of the course, you will be able to effectively configure, deploy, and manage security technologies to protect against and respond to cyber threats. You will demonstrate your learning by completing a series of lab assignments, where you'll apply your knowledge to configure security tools, conduct vulnerability assessments, and respond to simulated security incidents.

Track course: Those studying toward the online MA in Cybersecurity will need to complete this course after the other eight core courses before enrolling in the capstone course.

CYBR 8650**Security Operations****3 credits**

How do you maintain robust security operations in the face of constant threats? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with the day-to-day management and operation of security systems. You'll gain insights into security monitoring, incident response, threat hunting, and the use of Security Information and Event Management (SIEM) tools to safeguard organizations against cyber attacks. Activities will include detailed readings, hands-on lab simulations, video walkthroughs, and discussion boards where you can share and refine operational strategies with your peers. By the end of the course, you will be able to effectively manage security operations, detect and respond to incidents, and implement processes to continuously improve an organization's security posture. You will demonstrate your learning by completing an incident response scenario, where you'll lead a simulated security operations team through the identification, containment, and remediation of a cyber incident.

Track course: Those studying toward the online MA in Cybersecurity will need to complete this course after the other eight core courses before enrolling in the capstone course.

CYBR 8660**Cyber Threat Intelligence****3 credits**

How can understanding cyber threats before they strike help secure an organization? In this fully asynchronous course, students will explore key knowledge, skills, and competencies associated with the collection, analysis, and dissemination of cyber threat intelligence (CTI). You'll delve into the methodologies for identifying threat actors, understanding their tactics, techniques, and procedures

(TTPs), and developing actionable intelligence to preemptively protect digital assets. Activities will include specialized readings, video tutorials from CTI experts, interactive threat analysis exercises, and discussion boards to collaboratively evaluate emerging threats and intelligence strategies. By the end of the course, you will be able to conduct comprehensive threat intelligence analysis, develop threat profiles, and create intelligence reports that inform and enhance an organization's security strategies. You will demonstrate your learning by completing a threat intelligence dossier, where you'll analyze a specific cyber threat group, assess their potential impact on a chosen sector, and provide strategic recommendations for mitigating these threats.

Track course: Those studying toward the online MA in Cybersecurity will need to complete this course after the other eight core courses before enrolling in the capstone course.

CYBR 8910

Cybersecurity Practicum

3 Credits

How can real-world experience bridge the gap between theory and practice in cybersecurity? In this fully asynchronous course, students will engage in a practical, hands-on experience designed to apply the knowledge and skills you've acquired throughout your cybersecurity program. You'll work on real-world projects, collaborate with industry professionals, and address actual cybersecurity challenges to gain valuable insights and experience. Activities will include project-based assignments, mentorship sessions, and periodic check-ins with your practicum supervisor to ensure alignment with professional goals and academic requirements. Discussion boards will provide a platform to share experiences and receive feedback. By the end of the course, you will be able to demonstrate the ability to apply cybersecurity concepts and techniques in a professional setting, effectively manage security projects, and contribute to solving complex cybersecurity problems. You will demonstrate your learning by completing a comprehensive practicum report, where you'll document your projects, reflect on your experiences, and evaluate the impact of your contributions within the context of the cybersecurity field. Those seeking to complete the online MA in Cybersecurity will need to complete all the courses before enrolling in this course.

Intercultural Competence

ICCO 8512 Power & Identities in Intercultural Contexts

3 Credits

Power and identity are central to our understanding of cultures and intercultural interaction. In this class we will explore the role of situated and transportable identities at the individual and collective levels as well as power at the "me-cro", micro, meso, and macro levels. In addition, we will consider topics including intersectionality, positionality, diversity, inclusion, equity, ethics, privilege, marginalization, markedness, and epistemologies and how they manifest across contexts. We will discuss ethical intercultural methods as well as how power and identity connect with and shape social justice processes and goals. Through in-class discussion, hands-on activities, discussion of case studies, interviews, and presentations, students will investigate their personal conceptions of power and identity in order to identify their professional philosophies and practices moving forward.

ICCO 8517 Intro to Intercultural Competence

3 Credits

Introduction to Intercultural Competence provides an overview of theories and approaches related to communicating within and across different cultural communities. The course addresses the complexity behind the concept of "culture" and guides students through greater awareness of their own culture(s) as they prepare to engage successfully with others. Students will examine and critically analyze various frameworks related to the development, training and assessment of intercultural competence and consider how identity and power impact both intra- and intercultural communication.

ICCO 8572 Communication in Multicultural Settings

3 Credits

When we talk about language, we are not merely referring to the spoken or written word. Instead, we are delving into a social, complex, and adaptive system that encompasses verbal and non-verbal communication, the context in which language is used, and our collective and individual identities, life experiences, biases, and agendas. Through relevant materials, reflections, discussions, and projects, we will explore the multifaceted dimensions of communication in multicultural settings, honing our skills as global professionals.

ICCO 9518 Intercultural Conflict Transformation in the Workplace 3 Credits

How can we productively harness conflict and change in the workplace, to foster genuine dialogue, facilitate effective processes, and build towards better outcomes? This course will focus on the role of productive conflict and change individually, interpersonally, institutionally, structurally/systemically, and globally when working on projects for social change. Students will explore the ways that identity, culture, power, and intercultural issues shape one's engagement in diverse workplaces through an examination of frameworks, literature, resources, and case studies. Students will engage in a range of individual and peer discussions/assignments on intercultural frameworks, conflict, change, communication, collaboration/partnership, leadership, and mentorship – integrating case studies, critical reflections, intercultural method skill building, and vignettes from practitioners. Ultimately, students will develop a mitigation plan for conflict and change as well as a philosophy/set of guiding principles for engaging in intercultural conflict transformation in their present and future professional work.

ICCO 9525 Social Issues, Justice, and Change in Education 3 Credits

This course explores the relationships between international education and power, privilege, equity, diversity and inclusion. The course will explore notions of oppression and transformation, and the conditions which facilitate and block social justice and change at the system, institution, program, and personal levels. Selected social topics will be explored, with a focus on how they intersect with the field of international education: race and ethnicity; gender, sex, and gender identity; colonial and white settler identities; environmental sustainability and justice; and immigration and forced mobility, among others. Students will be expected to learn about and discuss these topics, participate in a project that advances social justice in education, and plan for their future professional engagement.

ICCO 9541 Inclusive and Intercultural Teachings 3 Credits

How can we cultivate language learning environments that are inclusive of all students' diverse backgrounds, learning preferences, and culturally-shaped ways of being? What teaching practices foster various forms of intercultural learning and critical engagement? In this fully asynchronous course, we will explore the “what”, “how” and “why” of inclusive and intercultural teaching practices through materials development/selection, activity/task design, and classroom engagement. Activities will include readings, discussions, videos, case study exploration, and reflections. Upon completion of the course, you will have the skills to select relevant approaches for working with diverse student populations and in language teaching contexts through intentional design principles, culturally-informed methods, and intercultural techniques. You will demonstrate your learning by creating a differentiated activity, an inclusive and intercultural teaching philosophy statement, and a lesson plan with relevant adaptations for diverse student populations and contexts.

International Education Management

IEMG 8500 Principles and Practices of International Education 3 Credits

This foundational course will introduce students to the breadth of the international education field. Course content will emphasize fundamental principles of international education through a focus on seminal literature in the field. Additionally, the course will emphasize exploration of career specializations through interactions with practitioners and individual course assignments.

IEMG 8505 International Education Program Design**3 Credits**

Students apply conceptual frameworks for program design, with an emphasis on utilizing logic models to guide program planning. Learn how to build and test program design ideas, identify models of good practice, and link to assessment for quality assurance. Examine human-centered approaches to program design, such as design thinking and universal design for learning. Practice iterative program development approaches individually and with peers to create a research-based program plan aligning activities with desired impact.

IEMG 8506 International Education Assessment**3 Credits**

Assessment in the international education context prioritizes learning outcomes, with an emphasis on global and intercultural learning. Students examine approaches to assessment, draft and evaluate learning outcomes, and write assessment plans. You will critique existing assessment tools and practice creating new assessment tools. This course supports the development of essential assessment skills for practitioners.

IEMG 8520 International Education Marketing/Recruiting**3 Credits**

This course introduces the fundamental essentials of marketing and recruiting as a managerial process. Students who complete the course will understand how to make decisions as managers in educational organizations responsible for defining and operating recruiting and marketing strategies according to their selected mission. This decision-making process includes understanding how to identify and evaluate target market opportunities, define and articulate a value proposition for an educational service, and develop a promotional strategy that takes into consideration competitors and price sensitivities of the target market.

IEMG 8525 Social Issues Justice and Change in Education**3 Credits**

This course explores the relationships between international education and power, privilege, equity, diversity and inclusion. The course will explore notions of oppression and transformation, and the conditions which facilitate and block social justice and change at the system, institution, program, and personal levels. Selected social topics will be explored, with a focus on how they intersect with the field of international education: race and ethnicity; gender, sex, and gender identity; colonial and white settler identities; environmental sustainability and justice; and immigration and forced mobility, among others. Students will be expected to learn about and discuss these topics, participate in a project that advances social justice in education, and plan for their future professional engagement.

IEMG 8533 Education and Development**3 Credits**

The course aims to introduce students to perspectives and debates relevant to understanding the relationship between education and development (economic, political, social, etc.) and the politics of education development, with a focus on less developed countries. Students will examine international education initiatives (e.g., the Sustainable Development Goals, the Education for All goals, Poverty Reduction Strategies) and the work of multilateral (e.g., UNESCO, UNICEF, World Bank), bilateral (e.g., USAID, DFID) and international non-governmental organizations (e.g., Save the Children, Plan International, others), including debates on aid modalities in education development.

IEMG 8551 Managing People and Resources in Cross-Cultural Contexts 3 Credits

This course prepares students to manage people and financial resources in programs, departments, or projects of moderate size and complexity. Course activities examine the complexities of staff and budget management in international and cross-cultural contexts. Specifically, students will learn about job description development, advertisement, inclusive selection processes, inclusivity, and ethics, managing remote teams, theory and practice of budgeting, and cost analysis. To manage resources effectively,

managers must be able to establish trust, motivate staff, make difficult decisions, and communicate across cultural and organizational contexts. These critical skills are emphasized in this course.

IEMG 8600 International Education Policy

3 Credits

This course examines the role of global and national policies in shaping education. Course topics include among others, the role international organizations play in the global governance of education. National policies of education are examined in the contexts of policy convergence, policy borrowing and lending. Trends in national policies related to education are also explored such as education as a form of soft power, education as a form of trade, and aid for education. The need to balance national policies with international demands and trends are explored

IEMG 8610 Education Abroad Management

3 Credits

Through reading of the literature and extensive interactions with practitioners, students will explore study abroad models, student advising, orientation programs, financial aid issues, challenges of academic credit transfer, benefits of study abroad, faculty-led programs, risk management strategies, institutional partnership establishment, and growth of the work/intern/volunteer abroad sector

IEMG 8620 International Student/Scholar Services

3 Credits

Exploring the role of international student and school services (ISSS) offices in U.S. higher education, this course will explore the research and best practices in relation to orientation programs; academic and social integration of international students, scholars, and their families; ISSS office structures; U.S. visa types and immigrations regulations; restrictions on employment; and the role of the international student and scholar advisor.

IEMG 8625 Services for Student Development

3 Credits

This course uses student development theories related to intrapersonal, psychosocial, and cognitive growth as frameworks for examining professional practice in the U.S. higher education context. An emphasis on theories related to identity and interpersonal development centers the course on student support practices related to diversity, inclusion, and equity. Course work is designed as applied practice for holistic development of all students in the higher education student service domains including; Records, Financial Aid, Admissions/Enrollment Management, Academic Advising, Career Services, Health Center, Counseling Center, Residential Life, Student Affairs, Employment Office, Judicial Affairs, Alumni Relations, etc.

IEMG 8635 Higher Education Administration

3 Credits

Viewing higher education administration through the lenses of campus business offices, student services, and academic programs, systems theory will be used to examine the impact of university culture upon higher education administration practices. This course also investigates how management and leadership styles have an impact on higher education administration practices.

IEMG 8643 Global Learning and Technology

3 Credits

This course examines the future of global education by centering reciprocity, equity, and inclusion as foundational principles for designing and assessing high-impact, competency-based global learning experiences. Students will explore how emerging technologies—including AR/VR, AI, and data science—can enhance or hinder sustainable global learning ecosystems. Through a structured learning model of idea introduction, real-world visualization, and hands-on application, students will critically assess their own roles as both learners and educators in shaping inclusive, technology-driven global education. Key themes include: the shared growth of all participants in the learning ecosystem, the intersection of sustainability and resource equity in educational technology, and the role of AI in fostering or disrupting access to meaningful learning opportunities. Students will develop AI prompting skills to enhance instructional design, engage in applied practice with cutting-edge tools, and refine their ability to

create globally relevant learning experiences. By the end of the course, students will be equipped to lead the field in designing technology-enabled programs that prioritize learning, development, and long-term impact.

IEMG 8644 Strategic Enrollment Management

3 Credits

This course introduces Strategic Enrollment Management (SEM) and Planning (SEP) concepts and practices that may apply to university, language school, education abroad program, and similar settings. The course covers the foundations of selection processes, legal issues, financial aid, and student services throughout the student lifecycle from selection and enrollment to graduation or program completion.

IEMG 8650 IEM Practicum

While undertaking an approved professional practicum in the International Education Management field, students will be responsible for rigorous academic performance, equivalent in quantity and quality to the requirements for equivalent on-campus coursework. Students will demonstrate their application of theory to practice through completion of multiple deliverables.

Localization Project Management

LPRM 8530 Localization Project Management

3 Credits

This course introduces students to the localization industry and Localization Project Management, covering fundamental principles including business communication, localization workflows, roles and responsibilities, and project management skills. Students will build and simulate the full localization workflow for a variety of content types such as: videos, websites, and product UI. Students learn to manage linguistic assets, tackle diverse project challenges, and iterate for continuous improvement in the dynamic field of translation and localization.

LPRM 8615 Translation Technology

3 Credits

Students will gain hands-on experience using computer-assisted translation tools to help human translators during translation. Then they will increase automation of translation by custom training neural machine translation and fine-tuning generative AI systems. Finally, they will automate and manage the entire translation process with translation workflow management systems.

LPRM 8620 Software Localization and Internationalization

3 Credits

This course is designed to familiarize students with concepts, processes and the environment of the modern localization industry. Specifically, we will concentrate on localizing desktop, mobile, and web-based computer applications and games. We will be especially interested in how to handle strings and how to process them for translation. We will look at software and games localization from several different angles: as a localization manager within a company, a project manager within an agency, a localization engineer within an agency, and as a translator. The assignments and discussions will be designed to get students thinking about various issues from these different points of view.

LPRM 8621 Media and Audiovisual Localization

3 Credits

This course covers localizing various DTP (print), web, and A/V (motion) formats, emphasizing skills for translators, project managers, and engineers. Key topics include fundamental typography, preparing assets, Adobe Creative Cloud tools, web technologies like WordPress, and audio-visual skills like video editing, subtitling, and dubbing. This is an applied course with project-based instruction and assessment.

LPRM 8625 AI & Data Management for Localizers

3 Credits

This course explores how artificial intelligence is transforming the localization landscape—extending well beyond machine translation. Building on concepts from previous Translation Technology courses, we

will examine how AI supports every stage of the localization process, from internationalization and cultural adaptation to quality assurance and accessibility. The course highlights real-world applications such as AI-driven video localization, multilingual chatbots, and AI-assisted code reviews. Students will also explore how generative AI, machine learning, and data are being leveraged to create more intelligent, efficient, and inclusive localization solutions.

LPRM 8631 Advanced Localization Project Management 3 Credits

Students will look at product life cycles to identify upstream localization involvement in the ideation stage of any feature or product. Students will engage in stakeholder education to elevate the role of localization within their companies. We learn critical soft skills such as communication, negotiation, dealing with difficult stakeholders, crucial accountability conversations, change management.

LPRM 8636 Marketing and Support Localization 3 Credits

A great localization project manager working on marketing or support content knows not only how to localize the content but understands what went into creating the source. This course introduces international marketing fundamentals, along with how to localize and analyze marketing assets and campaigns. It also gives students a solid foundation in Help Center and support content localization.

LPRM 8642 Vendor and Supplier Management 3 Credits

The vendor management part of the course focuses on selecting, onboarding and managing resources Language Services Providers (LSPs) use to execute their localization work. The supplier management part of the course focuses on the business relationship between the buyers of localization services and their suppliers, the LSPs. The course will cover vendor and supplier management processes, workflows and models used on both the buyer and supplier sides of the industry.

LPRM 8655 Quality Management 3 Credits

The course will focus on standards, processes, tools and models used to manage quality in the localization industry. It will explain how to design a quality management strategy for a company of any size and level of maturity, and help you manage quality not just as a linguistic, but a business function.

MPA in Sustainability

MPAS 8501 Program Management 3 Credits

This course explores the main ideas and techniques for program management as part of good governance for sustainable development. The course is broken into seven modules covering key terms and important works; the role of different actors in public administration; methods for translating evidence to action in program development; building partnerships; program implementation; and processes for monitoring, evaluation, and scaling up programs. The course is focused on deepening your analytical abilities so that you can better understand the complexity of program implementation, place programs and policies in context, understand how interventions interact and affect stakeholders, and translate evidence to effective practice. Your main course deliverable will be to develop a management plan for a priority area of your choosing, focused on sustainability. By the end of the course, you will be prepared to manage programs that advance sustainable development for the environment, economy, and society.

MPAS 8510 Sustainability and Climate Science 3 Credits

This course introduces you to the fundamentals of sustainability, focusing on climate science as one of its key optimization strategies. The first half of the course delves into the evolving history of sustainability concepts, global ecological trends and threats, various indicators of healthy ecosystems, and methods for achieving them. The second half of the course explores how the emerging solutions to climate change, viewed through the lens of a clean energy practitioner, can serve to enhance the built landscape,

ecosystem health, and social justice. This course is focused on providing you with foundational knowledge and developing your ability to communicate that knowledge quantitatively, crisply and persuasively. Through targeted readings, written assignments and oral presentations, you will hone your expertise in sustainability and climate science for application in the corporate, governmental or NGO realms.

MPAS 8519 Organizational Development and Leadership

3 Credits

This course offers you a meaningful learning opportunity to understand what it takes for organizations - a group of people with a shared goal – to work together and get things done to achieve sustainability goals. This presupposes a good understanding of human motivation and drivers of behavior and how to problem solve and make decisions in complex situations. These also happen to be the highest ranked among the 21st century skills. To learn about how organizations operate and how to lead them effectively, we will use readings, exercises, and case studies focused on sustainability initiatives among other learning methods. In addition, you will engage in analysis, diagnosis, and problem-solving exercises focusing on one organization of your choice.

MPAS 8540 Sustainability Assessment and Disclosure

3 Credits

This course offers an engaging opportunity to understand and apply sustainability and assessment within the overall sustainability management process. Building on the adage: “you can’t manage what you don’t measure”, this course explores various methods of assessment, reporting and disclosure. Using industry-relevant tools, practitioner interviews and readings, participants will be able explore the unique application of various assessments, such as materiality assessments, climate and life cycle assessments. Special consideration is given to explore how these processes could (and do) disproportionately impact disadvantaged populations. The disclosure and reporting process is critical to transparency and meaningful sustainability, this course will provide participants a strong foundation for future public sector roles.

MPAS 8550 Sensemaking and Data Analysis

3 Credits

This course introduces you to analytic tools that are valuable for making sense of what are—all too often—complex problem situations and reaching data driven solutions. We start by exploring the art of deconstructing complex situations and structuring the potential problems that may be driving those problem situations. From there, you will be provided with a data set related to your topic and the course shifts to focus on a selection of foundational tools and techniques used to analyze the problems that you defined at the beginning of the course. Topics to be covered include data visualization, sampling, estimation, and a variety of hypothesis testing techniques. The course will also include an introduction to the use of the R software environment, using “R Commander” as a tool for data analysis.

MPAS 8560 Finance and Budget for Sustainability

3 Credits

This course introduces theories and tools of financial management and applies them to conventional (e.g., coal) and renewable (e.g., solar) energy finance. Students will study financial statement analysis, valuation and capital budgeting, and risk management. Students will also analyze case problems and learn to apply theories to “real world” practice.

MPAS 8620 Policy and Social Justice

3 Credits

This course presents an interdisciplinary approach to drive sustainability initiatives at any organization. We will explore fundamental environmental and social justice policies from a global, national, state, and local lens to provide a foundation for professionals to navigate, lead, and execute complex organizational change through storytelling, stakeholder mapping, policy analysis, and research. We will analyze a variety of sustainability initiatives as we focus on designing sustainability projects with a social justice lens that can drive change in the private, public, and nonprofit sectors. You will be developing your own sustainability plan for an organization of your choosing across the span of the course.

MPAS 8630 Sustainability Communication**3 Credits**

This course offers an approach to communicating sustainability positions in clear, effective, collaborative, and culturally sensitive ways. We will begin by cultivating an awareness of positionality and bias and learning how to segment stakeholder and community interests. You will create your own organization and mission statement in order to tailor communications to the hypothetical organization's mission. We will explore the fundamentals of effective communication and preparation, including research, ethical interviews, stakeholder segmentation, and communication plans. We will analyze real world examples of sustainability communication and the pros and cons of certain channels. Students will create and share sample communications as well as explore the possibilities of visual storytelling and collaborative partnerships. You will leave with transferable planning documents, writing experience, a refined editing practice, and tools for thoughtful collaboration.

MPAS 8640 Sustainability Strategy and Action**3 Credits**

This course is designed for those who hold or will hold positions in organizations with responsibilities for mapping and managing sustainability and Environmental, Social and Governance (ESG) issues for an organization. These responsibilities can vary and may include: setting and tracking against sustainability goals, communicating progress towards targets, and engaging with stakeholders, including civil society organizations, suppliers, customers, and investors. The ultimate goal of this course is to empower students to develop, articulate, and execute comprehensive sustainability strategies and action plans in ways that further organizations to be a net positive influence on the environment and society. To learn about how to evaluate, implement, and measure the effectiveness of an organizational sustainability strategy, students will consult readings and perform exercises focused on real-world sustainability and ESG scenarios. They will practice writing to key stakeholder audiences in appropriate ways to effectuate meaningful environmental and social change.

MPAS 8650 Sustainability Practicum**3 Credits**

This course provides students with the opportunity to further develop or implement a prior course project. Students may also choose a new project or research topic that allows for additional application of knowledge and skills developed through the degree program. The practicum faculty will also help source projects for students through the Middlebury Institute network as needed. This course gives you the space and structure to hone a specific skill area, revisit a competency you particularly enjoyed, and/or develop a project your organization or industry may need. What content did you enjoy and how might that shape your future career goals? While most leadership positions require some bit of all the content covered in your courses it is still worth envisioning whether you see yourself working more heavily on communication and outreach, research and analysis, assessment and evaluation, or training and organizational development in the near future? Students will serve as and be paired with a peer mentor. The peer mentor will serve as a student reader and support their fellow student in developing and implementing the project. The course will include weekly activities that connect the student with their desired professional field of practice through sourcing a professional or alumni mentor, joining relevant associations, and developing a conference attendance or publishing plan. Students seeking to develop their own initiative or organization can also use the practicum course to incubate an idea or program. Practicum offers a supportive environment for you to test and implement your ideas. The course will conclude with a final deliverable, presentation, reflection, and professional development plan. Students will provide a 1-pager on their project idea two weeks prior to the start of the semester."

Organizational Leadership**ORGL 8510 Org Development and Leadership****3 Credits**

This course examines the foundational theories and practical applications of organizational behavior and development, with a focus on how leaders can identify the need for change and drive effective transformation within their organizations. Students will explore key concepts in organizational theory, including structures, cultures, and dynamics, as well as the psychological and behavioral factors that influence individual and group performance. The course will emphasize the role of leadership in diagnosing organizational challenges, creating action plans for change, and implementing strategies that support sustainable development and growth. Students will learn how to align organizational goals with change initiatives, while actively engaging and supporting staff and stakeholders throughout the process. Topics include organizational design, leadership styles, change management models, communication strategies, and resistance to change. Through case studies, role-playing, and group projects, students will gain practical skills in managing organizational development, fostering collaboration, and ensuring that change efforts are both effective and inclusive.

ORGL 8515 Leadership Development

3 Credits

This course is designed to help students build a strong foundation for effective leadership by identifying their personal strengths, challenges, and areas for growth. Through self-assessment, reflection, and feedback, students will gain a deeper understanding of their leadership styles and how these impact team dynamics and organizational outcomes. The course emphasizes the importance of continuous learning and personal development in leadership, encouraging students to develop leadership philosophies that are adaptable, ethical, and aligned with their values. Students will explore key leadership concepts such as emotional intelligence, decision-making, communication, and conflict resolution, and will be encouraged to integrate these skills into their personal leadership journeys. Through a combination of interactive workshops, case studies, and action plans, students will refine their leadership capabilities and commit to lifelong learning and development. By the end of the course, students will be prepared to lead with confidence, integrity, and a commitment to ongoing growth.

ORGL 8516 Leadership and Ethics

3 Credits

This course explores the dynamic relationship between leadership principles and ethical decision-making in both personal and organizational contexts. Students will examine core leadership theories, ethical frameworks, and real-world case studies to develop a comprehensive understanding of how leaders navigate complex moral challenges. The course will focus on cultivating ethical awareness, critical thinking, and decision-making skills, while emphasizing the importance of integrity, accountability, and social responsibility in leadership roles. Through discussions, group activities, and reflective exercises, students will gain practical insights into how to lead with moral clarity and foster ethical cultures in diverse environments. Key topics include transformational leadership, ethical dilemmas in leadership, corporate social responsibility, and the role of values in guiding effective leadership practices. By the end of the course, students will be equipped to make informed, principled decisions in their future leadership roles.

ORGL 8517 Leadership Strategy Within Organizations

3 Credits

This course provides an in-depth exploration of the strategic role that leadership plays in shaping and executing organizational goals. Students will examine how leaders align organizational vision and mission with strategy, fostering innovation, and adapting to internal and external challenges. Key topics include strategic leadership frameworks, decision-making processes, organizational culture, and the impact of leadership on change management and performance optimization. Students will also analyze the relationship between leadership styles, team dynamics, and the long-term sustainability of organizational success. Through case studies, group projects, and practical applications, the course emphasizes the development of strategic thinking, effective communication, and leadership skills needed to drive organizational growth and competitive advantage. By the end of the course, students will have a comprehensive understanding of how to lead strategic initiatives, navigate complex organizational landscapes, and influence outcomes at all levels within an organization.

ORGL 8520 Communication and Leadership**3 Credits**

This course explores the critical role of communication in effective leadership, focusing on both interpersonal and organizational communication strategies. Students will examine how leaders use communication to influence, inspire, and build relationships with diverse stakeholders, while also addressing the unique challenges of communicating across cultural boundaries. Special attention will be given to the nuances of cross-cultural communication, including differences in communication styles, language, non-verbal cues, and conflict resolution approaches in different countries. The course will emphasize the importance of cultural sensitivity and adaptability in leadership communication, with practical tools for navigating these complexities in international or multicultural settings. Students will also learn how to communicate leadership vision, provide feedback, motivate teams, and manage crises through both traditional and digital communication platforms. Through case studies, role-playing exercises, and group discussions, students will refine their communication skills and develop a deeper understanding of how to lead effectively in a globalized world.

ORGL 8530 Psychology of Leadership**3 Credits**

This course explores the psychological principles and theories that underpin effective leadership, helping students understand how psychology influences the way leaders manage, motivate, and develop people within organizations. Students will delve into topics such as emotional intelligence, personality traits, decision-making processes, motivation, and the impact of cognitive biases on leadership behavior. The course will emphasize the role of psychological factors in building trust, managing conflict, fostering team dynamics, and creating a positive organizational culture. Students will also examine how leaders can apply psychological insights to improve communication, enhance performance, and support employee well-being. By analyzing case studies, engaging in role-play scenarios, and applying psychological frameworks, students will gain practical tools to navigate the human aspects of leadership, enhance their leadership effectiveness, and build stronger, more resilient teams.

ORGL 8546 Data-Driven Decision Making**3 Credits**

This course focuses on the critical role of data-driven decision-making in effective leadership. Students will learn how leaders collect, analyze, manage, and visualize data to make strategic, evidence-based decisions that drive organizational success. The course covers key methods for gathering and interpreting data from various sources, including financial reports, market trends, employee feedback, and performance metrics. Students will explore how leaders use data to identify opportunities, mitigate risks, and align decision-making with organizational goals. Emphasis will be placed on tools and techniques for data visualization, helping leaders communicate insights clearly and persuasively to stakeholders at all levels. Through case studies and hands-on exercises, students will gain practical experience in using data analytics platforms and leadership frameworks to make informed decisions in real-world contexts. By the end of the course, students will have the skills and confidence to lead with a strategic mindset, using data to guide organizational decisions, drive innovation, and enhance long-term performance.

ORGL 8550 Managing People and Resources**3 Credits**

This course provides a comprehensive understanding of fiscal management in leadership roles, focusing on how leaders effectively manage budgets and mobilize funding to ensure organizational sustainability and growth. Students will explore the principles of budgeting, financial forecasting, and resource allocation, gaining the skills necessary to make strategic financial decisions that support organizational goals. The course will cover key topics such as cost control, financial risk management, and funding strategies, including securing grants, investments, and other revenue streams. Special emphasis will be placed on aligning financial resources with organizational priorities, optimizing resource allocation, and measuring the financial impact of decisions. Through case studies, practical exercises, and financial modeling, students will learn how to lead with fiscal responsibility and adaptability in an increasingly

complex and resource-constrained environment. By the end of the course, students will be equipped to navigate financial challenges and make informed decisions that drive long-term organizational success.

ORGL 8610 Org Leadership Practicum

3 Credits

This course provides students with the opportunity to further develop or implement a prior course project. Students may also choose a new project or research topic that allows for additional application of knowledge and skills developed through the degree program. The practicum faculty will also help source projects for students through the Middlebury Institute network as needed.

ORGL 9518 Intercultural Conflict Transformation in the Workplace

3 Credits

How can we productively harness conflict in the workplace, to foster genuine dialogue, facilitate effective processes, and build towards better outcomes? This course will focus on the role of productive conflict transformation individually, interpersonally, institutionally, structurally/systemically, and globally when working on projects for social change. Students will explore the ways that identity, culture, power, and intercultural issues shape one's engagement in diverse workplaces through an examination of frameworks, literature, resources, and case studies. Students will engage in a range of individual and peer discussions/assignments on intercultural frameworks, conflict, communication, collaboration/partnership, leadership, and mentorship – integrating case studies, critical reflections, intercultural method skill building, and vignettes from practitioners. Ultimately, students will develop a mitigation plan for conflict as well as a philosophy/set of guiding principles for engaging in intercultural conflict transformation in their present and future professional work.

Teaching English to Speakers of Other Languages (TSOL)

TSOL 8505 Language Systems

3 Credits

What is "language"? Why is it difficult to learn and teach? In this fully asynchronous course, we will examine various aspects of language, such as its sound system, lexical system, morphosyntactic structures, as well as pragmatic and discourse features. Activities will include readings, discussions, and exercises designed to explore how these language systems function and what we, as teachers, can do in the classroom to help our learners engage with them successfully. Upon completion of the course, you will have the skills to analyze language components, select level- and context-appropriate learning objectives and instructional strategies, and provide a range of authentic materials to demonstrate to your learners how language is used. You will demonstrate your learning by conducting a language analysis project and compiling language resources to guide your teaching. Students pursuing the online MA TESOL must complete this course along with the other seven core courses before they can register for the two capstone courses.

TSOL 8506 Teaching and Learning Additional Languages

3 Credits

What happens in a classroom with learners from a language learning perspective? What does it mean to be "proficient" in a language? In this fully asynchronous course, you will explore key theories that attempt to explain successful additional language learning and consider what you can do in the classroom to help create environments conducive to learning. Activities include readings, video viewing, discussion boards, peer collaboration, and small research explorations. By the end of the course, you will be able to articulate which theories are central to your teaching philosophy, analyze learner language production, and create lessons consistent with current theories of language learning. You will demonstrate your learning through an analysis of a textbook unit, noting which learning theories are exemplified in the unit and which activities you would incorporate into the unit to make it consistent with your beliefs about language teaching and learning. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two practicum courses.

TSOL 8520 Multimodal Curriculum Design**3 Credits**

How can you design learning experiences that build language proficiency while also engaging students intellectually? How can you relate curriculum to students' lives? In this fully asynchronous course, you will explore key knowledge, skills, and attitudes associated with the multiple stages of language curriculum design. Activities include readings, viewings, discussion boards, peer reviews, and design tasks. By the end of the course, you will be able to construct needs assessment instruments, fashion learning goals, articulate performance tasks, and generate ideas for lesson plans and modules in modalities evoked in specific contexts (e.g., synchronous, asynchronous, hybrid). You will demonstrate your learning in a complete thematic unit plan that follows a backward design approach and is shaped by evidence reflecting students' needs and interests. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two capstone courses.

TSOL 8541 Inclusive and Intercultural Teachings**3 Credits**

How can we cultivate language learning environments that are inclusive of all students' diverse backgrounds, learning preferences, and culturally-shaped ways of being? What teaching practices foster various forms of intercultural learning and critical engagement? In this fully asynchronous course, we will explore the "what", "how" and "why" of inclusive and intercultural teaching practices through materials development/selection, activity/task design, and classroom engagement. Activities will include readings, discussions, videos, case study exploration, and reflections. Upon completion of the course, you will have the skills to select relevant approaches for working with diverse student populations and in language teaching contexts through intentional design principles, culturally-informed methods, and intercultural techniques. You will demonstrate your learning by creating a differentiated activity, an inclusive and intercultural teaching philosophy statement, and a lesson plan with relevant adaptations for diverse student populations and contexts.

TSOL 8550 Classroom Research and Assessment**3 Credits**

As language teachers, we are constantly assessing our learners, our teaching, and our classrooms in order to provide the best learning environment for our students. In this fully asynchronous course, you will explore ways of collecting systematic information which will assist you in making important decisions regarding your lessons, your learners and your program. Activities will include readings, discussions, and task design and analyses during which you will explore the many assessment and research possibilities available. By the end of the course, you will be able to choose and create data collection methods that will help you to evaluate your students and your context, providing you with valuable information both for lesson planning and for advocating for your students. You will also be able to assess language assessment measures critically and thoughtfully to choose context-appropriate evaluation methods. You will demonstrate your learning through the development of a research or assessment proposal designed to collect information to help you make pedagogical decisions. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two capstone courses.

TSOL 8555 Core Instructional Practices**3 Credits**

What does effective instruction look like in multimodal language learning settings? Which instructional practices are considered "high-leverage," meaning they represent a core set that all language teachers need to master? In this fully asynchronous course, you will explore knowledge, skills, and attitudes associated with key instructional strategies for language teaching, such as facilitating class discussions, building relationships with students, using effective verbal scaffolding, and implementing organizational routines. Activities include annotated readings, viewings, discussion boards, peer reviews, and video-recorded enactment tasks. By the end of the course, you will be able to perform a range of strategies customized to your target teaching context and will demonstrate your learning in a digital

practices showcase that highlights your abilities. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two practicum courses.

TSOL 8560 Language in Society

3 Credits

How are language, culture, and society interconnected? How can a deepened examination of these connections influence our language teaching philosophies and practices? In this fully asynchronous course, we will explore relationships among language and the 3Cs (Culture, Context, Community), 3 Is (Identity, Intersectionality, Ideology) and 3Ps (Power, Privilege, Practice). Additional topics will include multilingualism, translanguaging, language varieties, language socialization and schooling, and literacy/oracy. Activities will include readings, discussions, videos, case study exploration, and reflections as well as methods including critical discourse analysis, linguistic landscapes, observations, interviews, and narrative analysis. Upon completion of the course, you will have the skills and methodological toolkit to examine multilingual contexts at different scales (macro, meso, micro, me-cro). You will demonstrate your learning by creating pedagogical materials informed by language in society models (e.g., culturally sustaining pedagogy, critical language awareness, critical pedagogy), a statement of your language in society philosophy and practice, and a lesson plan sensitive to language in society dynamics across contexts. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two practicum courses.

TSOL 8570 Social Change and Advocacy

3 Credits

How does social change happen? What advocacy roles can language educational professionals play to foster social change? In this fully asynchronous course, we will explore scales of engagement (macro, meso, micro, me-cro), theories of change, key concepts for language and social change, positionalities and commitments, methods for observation and action, storytelling for change, and harnessing conflict during change processes. We will engage with tensions, critical incidents, and “hot moments” relevant to language teaching for social change. We will also examine forms of action (e.g., awareness-raising, advocacy, activism) for leaders and program administrators. Activities will include readings, discussions, videos, case study exploration, application activities, and reflection. Upon completion of the course, you will have the skills to analyze historical and present-day contexts and dynamics with an eye towards their potential for social change and advocacy for the future. You will also have the skills to engage in collaborative advocacy-oriented processes relevant to contexts in which you work. You will demonstrate your learning by creating a language lesson plan that embodies social change principles as well as an advocacy plan for a language-related issue relevant to a context of interest. Those studying toward the online MA TESOL will need to complete this course in addition to the other seven core courses before enrolling in the two capstone courses.

TSOL 8621 Practicum A: Your Teaching Identity

3 Credits

Who do you want to be as a language professional? In this fully asynchronous course, you will articulate your teaching philosophy and prepare yourself for the professional context in which you will be working. As part of this preparation, you will begin your student teaching. Activities will include exploring different teaching contexts, engaging in peer observation and feedback, keeping a teaching journal, compiling an employment portfolio and articulating a professional development plan. By the end of the course, you will be able to articulate your teaching and learning philosophy, your professional objectives, and be able to thoughtfully reflect upon your teaching context and learners. You will demonstrate your learning through the compilation of an employment-focused portfolio. Those seeking to complete the online MA TESOL will need to complete the eight core courses before enrolling in this course. Practicum “B” will be taken upon completion of this course.

TSOL 8622 Practicum B: Your Classroom Practices

3 Credits

How do you ensure that your classroom provides the best learning environment possible for your students? In this fully asynchronous course, you will explore your classroom environment to make sure that you are meeting both your needs and those of your learners. We will focus on the ways in which your lessons and assessment practices address your teaching and learning objectives. Activities will include student teaching, keeping a reflective journal, engaging in peer observation and feedback, and conducting an investigation of your teaching. By the end of the course, you will feel confident in assessing whether or not your classroom objectives have been met and whether your lessons have maximized learner engagement. You will demonstrate your learning through the compilation of your teaching journal, a teaching portfolio, and by participating in a mock job interview. Those seeking to complete the online MA TESOL will need to complete the eight core courses as well as Practicum “A” before enrolling in this course.

APPENDIX C – DEGREE REQUIREMENTS

This catalog contains degree requirements as of the date of publication and should be used only as an informational guide. The Middlebury Institute Online reserves the right to alter or amend at any time, without notice, the degree requirements contained in the catalog.

MASTER’S DEGREES:

MSc in Cybersecurity (36 credits)

Organizations throughout the world depend on trained experts to analyze cyber threats and keep their systems secure. Prepare to become a leader in this field by seeking your Master of Science in Cybersecurity degree online at the Middlebury Institute of International Studies.

Our online degree program presents cybersecurity through a global lens. You’ll learn to identify and mitigate risks originating from the U.S. and abroad as you build expertise in relevant theory, policies, and technologies.

Study Asynchronously Online

- Core Courses (must be taken prior to track courses)
 - Cryptography and Data Privacy (3 Credits)
 - Cyber Physical Defense (3 Credits)
 - Cyber Policy and Emerging Threats (3 Credits)
 - Cyber Warfare (3 Credits)
 - Cybercrime, Risk and Compliance (3 Credits)
 - Cybersecurity Principles (3 Credits)
 - Defending Critical Infrastructure & Resilience (3 Credits)
 - Network Security (3 Credits)
- Cyber Defense and Intelligence Track Courses:
 - Cyber Threat Intelligence (3 Credits)
 - Security Operations (3 Credits)
 - Security Technology Labs (3 Credits)
- Cybersecurity Practicum (3 Credits)

MA in International Education Management (36 Credits)

Our online Master of Arts in International Education Management (IEM) is specifically designed for working professionals. You will deepen your real-world expertise and expand your professional networks as you learn from and work with experts in international education.

Advance intercultural learning and global exchange as a leader in international education with our flexible online degree.

Study Asynchronously Online

Required Courses

- International Education Assessment (3 Credits)
- International Education Marketing and Student Recruitment (3 Credits)
- International Education Policy (3 Credits)
- International Education Program Design (3 Credits)

- Managing People and Resources in Cross-Cultural Contexts (3 Credits)
- Principles and Practices of International Education (3 Credits)
- Social Issues Justice and Change in Education (3 Credits)
- **Four Elective Courses (12 Credits)**
 - Can be ICC, IEM, or TESOL courses
- International Education Management Practicum (3 Credits)

MA in Localization Project Management (30 Credits)

Study the intersection of business, language, and technology in the Middlebury Institute of International Studies online MA in Localization Project Management program. The only U.S. graduate program of its kind, our master's degree prepares you to manage translation and localization projects to adapt products. Localization is translation plus adaptation, and that adaptation can be cultural, technical, or regulatory. Localization professionals work in a variety of industries, preparing products for international markets. Graduate in less than two years.

Study Asynchronously Online

- Foundations Courses (prerequisite to all other courses)
 - Localization Project Management (3 Credits)
 - Translation Technology (3 Credits)
- Advanced Localization Project Management (3 Credits)
- AI and Data Management for Localizers (3 Credits)
- Marketing and Support Localization (3 Credits)
- Media and Audiovisual Localization (3 Credits)
- Quality Management (3 Credits)
- Software Localization and Internationalization (3 Credits)
- Vendor and Supplier Management (3 Credits)
- Intercultural Competence Elective (Choose 1):
 - Introduction to Intercultural Competence (3 Credits)
 - Power and Identities in Intercultural Contexts (3 Credits)
 - Communication in Multicultural Settings (3 Credits)

MPA in Sustainability (30 Credits)

Learn how to design, implement, and manage sustainable solutions for a wide range of organizations. You will be prepared to lead initiatives for governments, nonprofits, and businesses to advance environmentally sustainable solutions when you earn the Master of Public Administration (MPA) in Sustainability online at the Middlebury Institute of International Studies.

Throughout this public administration degree program, you'll gain expertise in economic viability, environmental protection, and social equity—the three pillars of sustainability—as well as organizational development and leadership.

Inspire change in your organization while stewarding human, financial, and environmental resources.

Study Asynchronously Online

Required Courses

- Finance and Budgeting for Sustainability (3 Credits)
- Organizational Development and Leadership (3 credits)
- Policy and Social Justice (3 Credits)

- Program Management (3 Credits)
- Sensemaking and Data Analysis (3 Credits)
- Sustainability and Climate Science (3 Credits)
- Sustainability Assessment and Disclosure (3 Credits)
- Sustainability Communication (3 Credits)
- Sustainability Strategy and Action (3 Credits)
- Sustainability Practicum (3 Credits)

MA in Organizational Leadership (30 Credits)

In the online master's in organizational leadership program at the Middlebury Institute of International Studies, you'll develop the ethical and decision-making acumen to manage diverse organizations.

Students in Middlebury's organizational leadership program engage in interdisciplinary coursework with real-world applications. While in the master's in organizational online program, you'll be encouraged to reflect on your personal leadership styles and decision-making processes.

Study Asynchronously Online

Required Courses

- Communication and Leadership (3 Credits)
- Data-Driven Decision Making (3 Credits)
- Leadership and Ethics (3 Credits)
- Leadership Development (3 Credits)
- Leadership Strategy within Organizations (3 Credits)
- Intercultural Conflict Transformation in the Workplace (3 Credits)
- Managing People and Resources (3 Credits)
- Organizational Development and Leadership (3 Credits)
- Psychology of Leadership (3 Credits)
- Organizational Leadership Practicum (3 Credits)

MA in Teaching English to Speakers of Other Languages (30 credits)

Our Master of Arts in TESOL gives you the personalized experience and meaningful connection with our community to truly excel in an online program. It is specifically designed for working professionals. You'll be prepared to design curriculum and deliver instruction in various multimodal contexts, with a focus on inclusivity and social change.

Advance your career as a leader in language education with our flexible, online Master of Arts in Teaching English to Speakers of Other Languages (TESOL).

Study Asynchronously Online

Required Courses

- Classroom Research and Assessment (3 Credits)
- Core Instructional Practices (3 Credits)
- Inclusive & Intercultural Teaching Practices (3 Credits)
- Language in Society (3 Credits)
- Language Systems (3 Credits)
- Multimodal Curriculum Design (3 Credits)
- Social Change and Advocacy (3 Credits)
- Teaching & Learning Additional Languages (3 Credits)

- Practicum A: Your Teaching Identity (3 Credits)
- Practicum B: Your Classroom Practices (3 Credits)

MICROCREDENTIALS:

The Middlebury Institute has offered microcredentials in language teaching, international education management, and intercultural competence. Please note that due to the wind down of programs at the Middlebury Institute, we are no longer enrolling new students in our microcredentials.

Microcredentials allow you to upskill in targeted areas without having to commit to a full master's degree. All courses included in the microcredential series are three credits, online, and asynchronous (with no required live class meetings), so you can continue working. Learn more. After you successfully complete a microcredential, you earn a digital badge to share on your social media profiles and with current and potential employers. Nondegree students in our microcredentials and learning paths pay the same per-credit price as our degree-seeking students. Microcredential and learning path students in online programs pay the online tuition rate. Many employers have tuition assistance programs to help cover the costs of professional development opportunities like these courses so we encourage you to reach out to the appropriate contact at your organization to see if tuition assistance is available.

Each microcredential requires three courses (9 credits total):

Language Foundations for Subject Area Teachers

Language Systems
Language in Society
Teaching and Learning Additional Languages

Core Teaching Practices for Early Career Language Teachers

Core Instructional Practices
Multimodal Curriculum Design
Inclusive & Intercultural Teaching Practices

Critical Intercultural Skills for Global Professionals. Select any 3 of the following courses:

Introduction to Intercultural Competence
Power & Identities in Intercultural Contexts
Communication in Multicultural Settings
Inclusive & Intercultural Teaching Practices
Social Justice & Change in International Education
Intercultural Conflict Transformation in the Workplace

Management Skills for Intercultural Team Leaders

International Education Marketing and Student Recruitment
Managing People and Resources
Intercultural Conflict Transformation in the Workplace

Foundations of International Education This opportunity is for early-career international education professionals.

Principles and Practices of International Education
Social Justice and Change in International Education
International Education Policy

Managing International Education This opportunity is for mid-career international education professionals.

International Education Marketing and Student Recruitment

Managing People and Resources

Any additional International Education Management core or elective class

Designing and Assessing International Education Programs This opportunity is for international education professionals who do not have teaching or education backgrounds.

Program Design

International Education Assessment

Inclusive & Intercultural Teaching Practices